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ABSTRACT

This report looks at what two-year postsecondary institutions can do as participants in economic development at the local, State, and National levels. Chapter I capsulizes definitions and issues, examines how most two-year colleges view the economic development thrust, and gives an overview of the basic approaches they take. To investigate local approaches, chapter II surveys five leaders in one sample state (Iowa) in which community colleges participate actively in local economic development strategies. It offers a consensus opinion on what guidelines a community college should follow when becoming involved in local economic development efforts. Chapter III focuses on how community, junior, and technical colleges work together at the State level to pursue economic development in States with varying emphases and levels of commitment to organized economic development. Relevant activity at the National level is also reviewed. Chapter IV contains practical information and ideas in the form of case studies of seven projects undertaken by community colleges to advance economic development at all three levels. Chapter V summarizes crucial information. Appendixes include a model industrial/commercial retention survey, listing of professional and trade associations, National Postsecondary Alliance Membership List for 1983-84, and a listing of additional resources. (YLB)

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NATIONAL Postsecondary Alliance

ECONOMIC DEVELOPMENT AND THE COMMUNITY COLLEGE

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Research and Development Series No. 251

ECONOMIC DEVELOPMENT AND THE COMMUNITY COLLEGE

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FOREWORD

The need for all elements of society to contribute to improving the Nation's economic development is now accepted by most citizens. Our community colleges and the other postsecondary institutions with similar missions have made many outstanding contributions to local, State, regional, and National economic development. This publication can serve to inform interested persons of the strides already made and of opportunities for the future. It is hoped that case studies of exemplary programs and other resources contained in this work will assist postsecondary institutions in achieving even more impressive economic development results.

The National Center expresses its appreciation to the five leading Iowa citizens who responded to questions on economic development as representatives of a typical American heartland State. They are: The Honorable Terry E. Branstad, Governor of Iowa; Jack Bailey, Director of the Iowa Development Commission; Michael Crawford, Chancellor, Eastern Iowa Community College District; Richard Weeks, President, Quad City Development Group; and James von Gremp, Director of Training, Wal-Mart Corporation. Special thanks are due to Charles Spence and Gary Mohr of the Eastern Iowa Community College District who coauthored chapter 2 that includes the responses of these Iowa leaders.

Appreciation is also expressed to the publication's two principal authors of the National Center staff, James P. Long, Senior Research Specialist, who served as project director, and Robert A. Gordon, consultant to the project. Its contents were finalized under the supervision of Harry N. Drier, Associate Director, Development Division. Dr. James Kraby, President of Central Arizona Community College, and Dr. Joseph Keller, Dean for Instructional Advancement at Brevard Community College, served as reviewers. Constance Faddis of the National Center staff helped incorporate the reviewers' suggestions in the final document. Editing was provided by Judy Balogh and Janet Kiplinger, and Margaret Barbee did the typing. Without their contributions, the development of this publication would have been impossible.

Finally, credit is due to the 36 institutions that comprise the National Postsecondary Alliance, whose financial support made this project possible.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

EXECUTIVE SUMMARY

Economic development is the systematic, organized promotion of economic growth and business activity. The current, heightened interest in economic development is chiefly a result of the economic problems that have beset our country in recent years. Increased business activity, caused in part by economic development efforts, will create more jobs, greater tax income, higher consumer spending, and in general, more favorable conditions in which to live. There is a new awareness of how community colleges can contribute to economic development efforts, and this can be seen at local, State, and National levels.

Perhaps the contributions of community colleges to economic development are most visible at the local level. Community colleges can help attract new industry, cooperate with the local chamber of commerce and other agencies to retain industry, design and deliver training and retraining, develop entrepreneurship, assist others in obtaining grants and contracts. They can encourage international business, survey community resources and industrial needs, provide assistance to displaced workers, and in general, be responsive to specific, local conditions.

There are a wide variety of ways in which community colleges participate in state-level economic development policy. In South Carolina, training for new and expanding industries is provided by the TEC System at no cost, and in North Carolina, seven full-time regional training specialists work with community colleges and company officials to provide similar services. Other States, such as Colorado, Minnesota, and Texas, involve their community colleges in economic development through some variation of a start-up training program for new and expanding businesses, though none are as comprehensive as the Carolina programs. Ohio's approach to economic development includes the Ohio Technology Transfer Organization, whose purpose is to establish a network of community colleges in cooperation with The Ohio State University that will provide information and training to Ohio businesses by linking research to the market place.

Various national organizations sponsor projects related directly or indirectly to economic development and community colleges. The American Association of Community and Junior Colleges (AACJC) began a project in 1982 entitled Putting America Back to Work. The follow-up project, Keeping America Working, encourages community colleges to create jobs, to train workers, and to assist displaced workers. The American Vocational Association (AVA) produced *The Vocational Educator's Handbook for Economic Development* in 1981, and in addition, is focusing on technical education in community colleges this year. The National Center for Research in Vocational Education, The Ohio State University, addresses postsecondary education, community colleges, and economic development through a series of publications, workshops, and ongoing projects. In addition, the National Center administers the National Postsecondary Alliance, a group of innovative community and technical colleges, and the organization that has produced this publication. Lastly, the League for Innovation in the Community College has conducted several projects related to the topic.

Case studies of exemplary programs around the country show a wide variety of approaches. In some cases, for example, efforts are directed primarily to returning the unemployed to work, as at

Chemeketa Community College's (Oregon) Training and Economic Development Center. In other instances, partnerships between community colleges and specific companies produce positive results. Examples are Ford Motor Company and St. Louis Community College, and Guilford Technical Community College (North Carolina) and the Proctor and Gamble Company. Hocking Technical College in Ohio teaches entrepreneurship on campus through four student-run businesses. Finally, Triton College, near Chicago, approaches economic development in a broader way through customized career education, industrial retention studies, a job training institute, a center to assist dislocated workers, and a community economic development group.

In conclusion, community colleges have been, and continue to be, involved in economic development efforts at the local, State, and National levels. Opportunities are available for a wide range of activities, and various organizations are ready to provide expert advice and materials. The Appendices to this publication include a model industrial retention survey, a listing of organizations that might be helpful to economic development, and a list of suggested readings.

CHAPTER I

WHAT IS ECONOMIC DEVELOPMENT?

Overview

Economic development means different things to different people or organizations. To some it means creating more jobs for specific groups; to others it means increasing the flow of new capital to instigate new commercial ventures or revitalize waning ones; to yet others it simply means boosting the tax base. Regardless of the focus, two-year colleges and technical institutes play crucial roles. The role of trainer is obvious, but others—including leadership, technical assistance, and other services—are less so.

This report looks at what two-year postsecondary institutions can do as participants in economic development at the local, State, and National levels. To investigate local approaches, chapter 2 surveys leaders in one sample State in which community colleges participate actively in local economic development strategies. Chapter 3 focuses on how community, junior, and technical colleges work together at the State level to pursue economic development in States with varying emphases and levels of commitment to organized economic development. The chapter also reviews relevant activity at the National level. Chapter 4 contains a wealth of practical information and ideas in the form of case studies of projects undertaken by community colleges to advance economic development at all three levels. Chapter 5 summarizes the most crucial information, and the appendices offer useful resources.

This opening chapter examines the way that most 2-year colleges view the economic development thrust, and it gives an overview of the basic approaches they take. Definitions and issues of economic development have been treated in depth in many other publications. Chapter 1 capsulizes these general concepts so readers will have them fresh in their minds while gleaning what the later, more substantive chapters offer.

A Working Definition

Economic development is the systematic, organized promotion of economic growth and business activity of all kinds. It can involve retail business, manufacturing, agriculture, mining, financial industries, education, and all types of services. Through more effective use of resources, public relations, or the introduction of additional resources, economic development seeks to encourage new business activity that results in net dollar income, or the infusion of money into the community.

At the National level, this may mean having a foreign automobile manufacturer build a plant in this country, whereas for a State it may be winning the competition among other States for a new electronics plant. Local development efforts may convince a State to build its new hospital in a certain town, or may aid in the establishment of new small businesses. In all of these examples the

goal is identical: to bring in new dollars. Business activity that does not bring in new dollars, although quite important, is usually not promoted by economic developers.

The results of increased business activity, whether the effects of National, State, or local efforts, are wide ranging. Most obvious are such benefits as more jobs, greater income from taxes, and an influx of workers who become consumers in the local economy. Another important result is more support, financial or otherwise, for schools, community services, recreational facilities, and cultural and sporting events. Hospitals and medical services may improve, the availability and quality of housing will increase, and in general, the community will become a more attractive place in which to work and live.

Why All This Interest Now?

The problems that led to our current, increased interest in economic development are well known. In simple terms, decreased quality and high costs of production have resulted in the loss of our Nation's competitive edge in various international markets, such as automobile manufacturing and steel production. We have also lost much of our former edge in foreign markets in textiles, plastics, and appliances. Foreign competitors have invaded our own national markets in electronics and automobiles.

Plant obsolescence and closings in a number of industries, (e.g., steelmaking) have contributed to unemployment and an erosion of the tax base at all levels. The unemployment situation is partly exacerbated by increasing automation and computerization. These technologies increase productivity and free human workers from many unsafe or dehumanizing tasks, but they also eliminate many jobs and in some cases threaten to depress the skill levels and human decision opportunities of surviving jobs. It is not clear whether advancing technology will eliminate more jobs than it creates, but the situation for the immediate future is not promising.

The costs of high unemployment and welfare benefits, and the accompanying decrease in tax revenues, have siphoned resources away from other projects, particularly research and development, our critical investment in the future. In addition, fewer government dollars are available to support economic development activities.

At the State or regional level, high energy costs and differing labor union conditions have convinced companies and workers to move from Snowbelt to Sunbelt states. Ongoing economic development initiatives in the Sunbelt emphasize the attraction of new industries and the expansion of existing ones through tax incentives, industrial revenue bonds, location assistance, direct and indirect financial aid, free start-up training for employees, and other special incentives. In the South, the major emphasis is on creating jobs; in the North, more emphasis is on preserving jobs or retraining structurally unemployed workers.

Regional shifts have implications beyond simple numbers of people. Workers who move do so for economic opportunity and an improved way of life. Since younger workers tend to be more mobile, it is not surprising that the shifts are greatest within this age group. Further, mobility is higher among skilled workers, since they are the most likely to find new opportunities elsewhere. Older or less-skilled workers who cannot move to where the jobs are experience especially difficult conditions when unemployed.

Some observers believe that our Nation is experiencing a metamorphosis, evidenced by the industries or types of industries that are in flux. For example, the industrial cities of the Northeast

and the Midwest have borne a greater than proportionate burden in the recent economic decline. The heavy manufacturing industries centered in the Great Lakes States had previously undergirded the National economy, but recently, that concentration has made those States vulnerable, as the Nation experiences a loss in its competitive edge in these "smokestack" industries.

What Is Being Done?

Local efforts at economic development often involve competition between several cities to win a State contract for construction of a major facility. Other activities can include striving to keep local industries from failing or leaving town, helping business and industry become more productive and cost-effective, and attracting new industries and businesses through a variety of strategies. Many agencies can cooperate with the local chamber of commerce to achieve a good public relations image for the area. The recent proliferation of world trade centers (WTCs) of various types is evidence of local and regional interest in stimulating international business.

The potential contributions of community colleges to economic development are probably most obvious at the local level. Community colleges can—

- deliver training and retraining,
- make business and industry more productive,
- keep industry by cooperating with the local chamber of commerce and other agencies,
- help attract new industry,
- develop entrepreneurs,
- help others get Federal grants and contracts,
- develop international business,
- survey community resources and needs,
- supply missing community services, and
- help displaced workers.

Economic development efforts at the State level often result, in part, in increased attention paid to international trade and efforts to convince foreign manufacturers to locate new plants in the State. Efforts of educators, economic development specialists, and chamber of commerce officials can be combined in these initiatives.

At the State level, community colleges are also cooperating in special centers to share the cost of expensive technologies, and are working with state-level economic development agencies and departments. Other examples involve community colleges helping to establish technology transfer organizations and securing Federal or foundation grant monies for joint projects.

Whereas the involvement of community colleges in economic development at the National level is not new, there is a heightened interest and awareness of how much these institutions can

do. Examples at the National level include the AACJC's (American Association of Community and Junior Colleges) Putting America Back to Work project, (recently renamed Keeping America Working), and the American Vocational Association's (AVA) focus on training and retraining at the postsecondary level. The leadership of the National Postsecondary Alliance in high-technology and economic development is seen in the numerous publications, conferences, and workshops it sponsors on these topics.

The following chapters detail how community colleges can advance local, State, and National economic development.

CHAPTER II

THE COMMUNITY COLLEGE AND LOCAL ECONOMIC DEVELOPMENT

Perspectives of Five Leaders Concerned with Economic Development

When two-year colleges take an active role in local economic development efforts, it is vital that all parties involved agree on what the proper role of a community college should be.

This chapter examines the perceptions of five leading citizens who represent different sectors of the economy in a sample State (i.e., Iowa, whose economic development situation is typical of many states in the American heartland). The chapter reviews these leaders' opinions and offers a consensus opinion on what guidelines a community college should follow when becoming involved in local economic development efforts.

The five individuals responding to the questions are as follows:

- The Honorable Terry E. Branstad, Governor of Iowa
- Jack Bailey, director of the Iowa Development Commission
- Michael Crawford, chancellor, Eastern Iowa Community College District
- Richard Weeks, president, Quad City Development Group
- James von Gremp, director of training, Wal-Mart Corporation

Each of these individuals was asked to respond to the following questions:

1. At what point in the relocation or creation of a new industry should a community college become involved?
2. What typically might be the resistance to involving community colleges in economic development?
3. How could community colleges position themselves better for economic development?
4. What new services could community colleges provide to enhance economic development?
5. Economic development necessarily has a shroud of secrecy surrounding it. What constraints have you found or heard of others finding in working with open, public institutions such as community colleges?

1. **At what point in the relocation or creation of a new industry should a community college become involved?**

Terry E. Branstad:

I believe community colleges should become involved throughout the process. As I mentioned earlier, I believe we have an outstanding job training system available through our community colleges, and it's one of Iowa's selling points. Obviously, we want to get our selling points on the table as quickly as possible, so I would like to see the community colleges involved as quickly as possible.

Jack Bailey:

A community college should become involved at the point where the greatest impact may be made on those making decisions to expand or locate a new business. That time will vary, given the situation, but, as a general rule, it will be early in the decision-making process.

Michael Crawford:

I think it's important to remember that the primary function of a community college is and has to be education, training, and information dissemination; and that secondly we should become involved in the economic development process. I do not think we can or should lose sight of that fact. We have a number of existing organizations whose primary function is economic development. We have local economic development groups, State economic development groups, local chambers of commerce, and so forth. We must always remember that it is their primary function to promote economic development. Therefore, I see the community college as doing whatever it can to assist in backing up and providing needed resources to these other organizations to enhance economic development of the area.

Essentially, I see the community college as a member of an economic development team. The captain of the team is the local chamber of commerce or the economic development group; and although we serve an important role in the economic development, we play as a member of that team. Therefore, I think the local community college should become involved in the relocation or creation of an industry at whatever point the chamber of commerce or economic development group feels it is most important. I think we have some very saleable services and hope that we would be called in very early in the game to explain what programs and services our community college can provide to the new business or industry.

Dick Weeks:

The point of involvement for a community college will vary, depending on the type of development. My feeling is that the community college should be prepared to respond to requests from community and/or area development organizations and/or direct inquiries from employers.

Jim von Gremp:

In the beginning, to explain the various training programs available to new industry.

2. **What typically might be the resistance to involving community colleges in economic development?**

Terry E. Branstad:

I hope there would be no resistance. If there is, it may be due to a lack of understanding about what community colleges can do. Since they can provide such a broad range of training and education services, I doubt that there would be resistance if people were aware of what community colleges can do.

Jack Bailey:

There are few instances where blanket resistance to the involvement of a community college in the development of a project will occur. Occasionally, the involvement may be delayed because of concerns for confidentiality until a site has been selected.

There may also be instances where a business person may simply wish to avoid all ventures with a public body to protect decision-making integrity.

Michael Crawford:

I would guess that resistance to involving community colleges in economic development would come primarily from those individuals or organizations who really have not given us a chance to prove ourselves. They may not feel the community colleges really have anything to offer that will promote economic development, or that we may not know exactly how to promote economic development. There is also the possibility that some involved persons will believe that working with the community college may create more bureaucracy and red tape, or that the community college cannot maintain confidentiality that is so important in dealing with prospective new businesses and industries.

Again, I think those who have dealt with us in the past have found us to be a very valuable member of the economic development team—one that can be trusted, one that can be innovative and creative, and one that truly does have something to offer in the promotion of economic development.

Dick Weeks:

Traditionally, there has been a hesitancy on the part of the private sector to utilize educational institutions because of the perceived lack of flexibility in defining programs and curricula for today's world.

Jim von Gremp:

The resistance could be any conflict between a State economic development agency and the community college.

3. **How could community colleges position themselves better for economic development?**

Terry E. Branstad:

I would suggest two things. First, community colleges should keep their "ears to the ground" so that they are aware of the training needs of current employers in their area, or

of employers who might be considering coming to their area. The ability to provide the training that employers need can make all the difference in some cases. Second, it is important that community colleges keep their programs as up-to-date as possible. I recognize that this is difficult given the current financial constraints placed on community colleges, but it is obviously helpful to have programs that are modern. Obviously, this makes the programs more attractive to potential employers.

Jack Bailey:

Community colleges need to have persons on their staffs who can assess the basic needs of business for trained personnel, and who can converse with business people in terms that are mutually understandable. It helps if those staff persons have a business background and know something about the economic development process.

Michael Crawford:

To position themselves better for economic development, I believe community colleges must recognize first and foremost that to be successful they must work with and through the existing economic development and chamber of commerce organizations. As I mentioned earlier, we are not in competition with these organizations, but we should complement their economic development efforts. That means getting to know the people in charge of those organizations and gaining their trust and respect. It means becoming actively involved on a day-to-day basis with leaders in the business community in order to get in the "middle" of that community, and to get the feel and pulse of its problems, successes, and needs.

Successful economic development is selling. As a member of a team, we must be innovative enough to anticipate the types of programs and services that are of interest and saleable to the business community. We must then create those programs and services and market them through these existing organizations. If we can help the economic development and chamber of commerce executives by giving them a new product to sell in the economic development arena—that is, if we can help them do their jobs better—we will ultimately position ourselves better for economic development.

Dick Weeks:

Community colleges can position themselves better by encouraging their faculty and staffs to become more active in community activities of interest to the private sector. Long-term recognition and commitment for an aggressive, comprehensive program at the policy level are also important.

Jim von Gremp:

Work with the economic development division to determine what specific needs new industry is likely to have.

4. **What new service could community colleges provide to enhance economic development?**

Terry E. Branstad:

I think it's important that community colleges continue to work closely with State

government, and with their local governments and local chambers of commerce. Each community may have different training needs, so the services community colleges should provide might vary from area to area. Naturally, community colleges should continue to provide the outstanding job training resources they are currently providing.

Jack Bailey:

Community colleges could survey the needs of the industrialists and business people in their areas more frequently as to what kinds of training programs would best aid in retraining workers in the existing economic base.

Michael Crawford:

When considering new services that community colleges can provide to enhance economic development, I think we have to remember that virtually every business we are dealing with is primarily concerned with three things: profitability, productivity of employees, and the quality of their performance. Any new programs or services that we develop, in my opinion, must address one or more of these concerns.

One new service that we have used successfully at our community college is simply that of coordination. New industries, many of which have their corporate offices out of the state or the region, are looking at coming into an area and hiring new people. They have concerns about training those people. They are interested in on-the-job training. They are interested in reducing their initial start-up costs, thus enhancing their profitability. If our community college can help alleviate some of the headaches and worries by serving in a coordination role, that in itself is a product to sell. If we can sit down with a company, explain the plethora of programs and services that are currently available, offer to assist them in their hiring and in their on-the-job training of new employees, and coordinate the various programs and existing agencies that do this, we have provided a valuable service to this new industry.

Dick Weeks:

I am not sure that community colleges in general need to identify new services as much as they need to do a better job of refining and marketing their existing services.

Jim von Gremp:

Community colleges could work with companies to provide specialized training using that company's personnel as instructors. Through monitoring a course, an outline could be developed for use in similar new industry moving to that state.

5. **Economic development necessarily has a shroud of secrecy surrounding it. What constraints have you found or heard of others finding in working with open public institutions such as community colleges?**

Terry E. Branstad:

To date I am not aware of any major problems with the involvement of community colleges in the economic development process. It is important that we in the public sector, who are working with a private sector prospect, not announce any decisions until the private company is ready to do so.

Jack Bailey:

Very few constraints come to mind. However, concerns for confidentiality of some training processes related to efficiency of production have been in evidence. Some companies, of course, are sensitive to concerns of the public about the use of public funds to aid private endeavors, and these firms may elect to conduct training programs themselves, or insist on paying the institution for the training rather than accept incentive programs.

Michael Crawford:

As chancellor of a public community college, I have not found or heard of problems or constraints between the private and public sectors in dealing with confidential matters. To ensure that these types of barriers do not arise, I want to go back to something I said earlier in responding to one of the questions—that first we must gain the trust and respect of those with whom we work in the area of economic development. Before we can expect others to share confidential information, they have to know that we, too, will maintain confidentiality. Just like any other type of business, if you are going to function as a team, then the members of that team must feel comfortable in sharing information, in developing strategies, and in anticipating problems without the concern that information will somehow leak out into the community.

Dick Weeks:

I have not found secrecy to be a problem in dealing with community colleges. It is important for the officials and staff of the community college to recognize the need for confidentiality and to be able to make commitments for the institution without having to reveal the name of the company.

Jim von Gremp:

The primary constraint has been the long lead time necessary to get a training program funded and approved. This conflicts with a company's need for confidentiality of information.

Practical Advice for Community Colleges

Before a community college can play any kind of role in the economic development of a community, it is clear that a great deal of groundwork must be done both within the college and in the community to identify exactly what that role will be in relationship to the other members of the team. The following sections summarize the perspectives and recommendations of the five Iowa leaders interviewed in the preceding section.

Getting the Participation Process Started

The consensus opinion of those concerned with local economic development efforts seems to be that even the college most successful in economic development cannot and should not be expected to play *the* major role in the community. The economic development team should be headed by a chamber of commerce or a local economic development group, and the college should provide the education, training, and other support.

The primary responsibility of the head of the economic development team is pooling the resources of the community in developing the local economy. It is important for the college to understand fully that its role, although very important, is secondary, and the college should not try to take complete control. Without this understanding, the local community college risks alienating the other individuals and organizations within the community, thus seriously hampering its effectiveness as part of the team.

As the economic development team evolves, it is important to know and understand what power bases are operating within the community. Team members should make it a point to become acquainted with the people who make things happen in economic development, such as the bankers, heads of economic development groups, chambers of commerce, the leaders of downtown business associations, realtors, community development people in city and county governments, and any other key figures.

Once these key players have been identified, the next step is to understand each one of them. What do they have at stake? What motivates them? What personal reasons might be involved in making them take an interest in economic development? The second step is to learn which of these individuals are the most effective, their work habits, and what types of ideas and approaches appeal to them. Once these questions are answered, the community college can begin to take steps to meet its needs. If the community college can help these individuals succeed, whether it be financially or by improving job performance, it is more likely to be successful in becoming an effective member of the economic development team and a vital part of the whole process.

Learning What Has Already Been Done

It is important to inventory what others have done to promote economic development in the past, to determine what has worked and what has not worked, and to identify the programs' strengths and weaknesses. Once they have been identified, it is important for a community college to determine how it can continue to build on the strengths, and at the same time, to determine what it might be able to contribute to turn the weaknesses into strengths.

In determining what data are already known, the community college should work with the key individuals identified earlier. As new data are gathered, the college's resources, faculty, and staff can be utilized to assist those individuals in obtaining up-to-date information that will help their job performances. By providing this assistance, the college indirectly enhances its own position in the community.

Developing a Plan

Once individuals, data, and previous economic development history have been identified, prioritized, and inventoried, the next step is to develop a plan. The plan will explain how to fit the community college into the existing economic development network by identifying what the institution has to offer and how it can be made attractive to the power bases operating within the community. The plan will revolve around key individuals and must take into consideration what has worked in the past. Perhaps here the college can provide some creativity in organizing the plan to promote new concepts. Part of developing this plan includes identifying what monies are available and packaging services.

Probably no other local community source is in a better position to identify what state funding sources are available than the community college. An inventory should be taken of what programs are available through the community college, the State or Federal Government, and other agencies or organizations that are devised to enhance economic development. Program examples include the following:

- Activities funded under the Job Training Partnership Act
- State and Federal programs that are designed to stimulate economic development by providing training for businesses already in the area but undergoing expansion
- Programs that reimburse on-the-job training costs
- Programs that pay for instructional activities
- Programs that provide targeted tax credits to companies that create new jobs
- Programs that reimburse employers for hiring veterans or minorities
- Programs that are available for specialized businesses, such as small business, exporters, and others
- Programs that are designed to help reduce start-up costs of new industries locating in the area

There is a multitude of these programs available, ranging from the local to the State to the Federal level and focusing on the creation of new jobs, retraining possibilities, and productivity improvement of current personnel. Once an inventory of these opportunities has been completed, it is important to step back and see how they fit together, and to determine what types of packages can be created from this variety of programs.

Once the local, State, and Federal programs have been identified and clearly understood, determine which programs will pay for training and instruction, which will assist in on-the-job training reimbursement, in the recruitment and selection of employees, and so forth.

It is important to put this puzzle together in such a way that it will be attractive to a prospective business or to an expanding one, and at the same time, still be attractive to the community's power structure. The idea is to develop a new sales tool for your economic development team. If the community college can provide a new mechanism for recruiting new or expanding industries, then it continues to be a vital member of the economic development team.

From the multitude of programs and services that local, State, and Federal governments offer, the goal is to compile a package of services that would—

1. pay for all recruitment, assessment, and screening of new employees for new industry;
2. pay, perhaps from a completely different source of funds, for an instructional program to teach new employees their jobs;
3. provide on-the-job training reimbursement for newly employed individuals that reimburses the employer for 50 percent of the new employees' wages.

In organizing this attractive package of services as an economic development recruitment tool, the college has essentially eliminated hiring costs through one program and training costs through another, and has provided substantial reimbursement of new employees' salaries during the first year of employment with a third program. It is important to remember that while education for education's sake is a lofty goal, in the business world the more the benefits of training are tied to enhanced profitability, improved productivity, or greater performance, the greater success the community college will have in selling programs and services to the business community.

In this scenario, we not only have devised a rather creative package of services, but we have also given other members of the economic development team something else to sell prospective businesses or industries. Not only can the community college now provide businesses with a work force, but it can also guarantee improved productivity by making employees productive the first day they are on the job.

This is just one example of how services can be packaged to develop a creative sales tool for promoting economic development. It is likely that this package of services could mean savings of thousands or hundreds of thousands of dollars to the local companies.

Once these strategies have been devised, success of the program is contingent upon making the power bases in the community aware of what can be offered, and how this particular combination of programs and services can benefit them in their desire to attract new and expanding industries.

Identifying Benefits for the Community College

While working through the process of understanding and motivating the community, simultaneous work must be done to promote understanding and motivation within the college. Many of the elements involved in understanding and motivating the community are also relevant in the orientation of college staff.

The college must recognize what benefits economic development has for the college, the faculty, and the staff. Some of the most visible benefits of working with industry include—

- expanded tax base,
- new jobs,
- placement of college graduates,
- training opportunities,
- retraining opportunities,
- an ongoing continuing education opportunity,
- a new source of corporate gifts and contributions,
- new families moving into the area,
- a source of new full-time and part-time students.

Working with new industry also provides some intangible benefits such as new options to provide cooperative programs for students and opportunities for staff and faculty to update their skills by working in or with the business. It is imperative that the college seek and share input from the staff and faculty regarding the benefits of economic development to the college and that everyone look at it for what it means to the institution—an opportunity.

A requisite for a community college to become involved in successful economic development is a commitment to the overall effort. "Lip service" is not enough. The commitment of the institution must come from the president or chancellor, from the board of directors, from the administration, and, at least initially, from the faculty. The institution must also be willing to commit financial and human resources to this effort. The community college must understand its own economic and business role in the community, yet many educators have difficulty admitting that institutions of higher education are businesses and have a place within the business community. In many areas, the community college is among the largest employer in the region.

Community colleges are businesses in the sense that they employ numerous individuals and have a product to sell—education and training. Their concerns are the same as those of any other business—income and expense, productivity, and performance. Although profits may not be measured in dollars, college profits are measured in highly trained graduates, in a good reputation so that people will return to the classrooms and enroll in college programs, and in full-time equivalent enrollments. Similarly, colleges are concerned with the productivity of employees. Community colleges invest in staff development, word processors, computers, and new equipment in order to improve the productivity of employees, thus improving the service offered to students. Likewise, community colleges are concerned with performance. How well are they doing their jobs? How highly trained are their graduates? If performance is not of the highest quality, the institution's profitability and productivity decrease.

Organizing the College for Economic Development Efforts

Once the benefits of economic development for the college have been recognized, the institution can begin to organize internally. There is no single way to organize for economic development to ensure success. Each institution must look within itself and determine the most efficient method of organization. Several factors, however, may be of assistance in putting together such an organization.

It is important to have one individual with the ultimate responsibility for coordinating the college's economic development efforts. That individual should be a top administrator at the college or in the college system. One reason for this is that the business community needs to know the institution places a high priority on its involvement in economic development. Ideally, the individual should work for the chancellor or president so that the top administrator stays well informed and can become involved at any point. Presidents of companies like to communicate with presidents of institutions or their designees. To relegate the economic development activities to a lower-level staff member creates an obstacle between the business world and the college from the outset.

Another reason for selecting an individual highly placed within the college organization is the need for additional staff assistance. If the economic development officer is highly placed, he or she may not need a large, full-time staff, but has the authority to assign other staff members, faculty members, or administrators to work on a particular project on an as-needed basis.

This concept, over time, creates a high institutional commitment to economic development, creates an individual who is highly visible in the business community, and initiates a team approach within the college toward economic development by utilizing, as needed, the expertise of various staff and faculty. It not only eliminates the need for a large staff in economic development, but it also fosters the team approach to working with business and industry.

As the community college moves into the area of economic development, a certain segment of the faculty, staff, and administrators will support the idea from the outset. It is important to identify these key individuals and utilize them as part of the economic development team to help spread the word throughout the college organization. It is crucial to remember that these one or two individuals working in economic development cannot and should not be expected to carry the total burden for economic development. Much additional talent is available in a community college. The goal must be to identify the key supporters and rely upon them to assist in developing additional support from within for the economic development efforts. Equally important is the process of identifying particularly strong departments, programs, and services, and using key staff from these in the college's economic development efforts.

Once these individuals, programs, and services have been identified, this provides the foundation on which to market the college. At the same time, it is necessary to build new programs and services of assistance to economic development, and it is also important to identify the college's strengths and to emphasize them. It provides a foundation of sales tools to build upon in the years ahead.

Although it is imperative for the chief executive officer and the economic development officer to be involved in business activities and organizations, it is also imperative to involve selected faculty, staff, and administrators in the business community as well. This not only strengthens the team concept internally, but it also provides faculty, staff, and others with new challenges, new opportunities, and new contacts. These individuals become the eyes and ears of the college, looking for economic development opportunities and plans, bringing that information back to the economic development officer, and becoming involved in a project from the beginning.

As stated earlier, no one individual can handle economic development alone. By helping to get other employees of the organization involved in the community, the economic development officer and the chief executive officer immediately expand their contacts in the business community. As these individuals become involved in economic development projects, other staff and faculty will sense the excitement, the creativity, and the new directions, and eventually will seize an opportunity to become involved themselves. Quite naturally, a certain number of individuals will never have an interest in participating in economic development. It is important to recognize this, but certainly not to become concerned about it.

By being able to pick and choose the appropriate employees of the college as needed, the economic development officer can feel free to utilize faculty and staff to work individually or in small groups with State or local economic development organizations, local chambers of commerce, and economic development planning and research activities, to name a few. They must be given the opportunity to participate, and they must be given the opportunity to succeed. College commitment is a prerequisite to participatory achievement.

Marketing the College's Plan

Every business person knows that marketing is the key to business success. Historically, this is an area where many educational institutions have fallen down. Society today is attuned to adver-

tising slogans, exciting images, and enhanced perceptions. When working in economic development, colleges must realize that they are involved in the business world, not in a fantasyland. In presenting a community college to prospective businesses and industries, it is important to place a major emphasis on marketing efforts and strategies. The business person is certainly going to be evaluating the college's marketing effort, and it is critical for the college to be cognizant of that fact. After all, the college's marketing effort is going to be the first opportunity that the business person has to become acquainted with the institution.

The idea is both to sell the college, and, also as part of the total economic development team, to sell it so others within the community will notice your marketing efforts as well. While four-color glossy brochures may be important, they simply are not enough. The business person will be looking for substance, for a variety of programs and services, and how well they blend together. Keep in mind that the business person is primarily concerned with company profits, productivity, and performance. The community college must gear its marketing strategies to those areas and devise an economic development marketing plan in concert with the other marketing efforts of local businesses with the same goals. Without taking into account all of these factors, a marketing strategy will be less than successful.

Specific Economic Development Activities

A frequently overlooked component of community college economic development assistance is in the area of promoting international trade. Whereas many community colleges may not see this as a realistic area in which to provide assistance, there are numerous opportunities for joint ventures in the international field.

Identifying International Opportunities

Thousands of jobs have been lost in America due to decreased exports and increased imports of consumer goods, oil, and other products. Recognizing that the world is comprised of interdependent societies and countries, community colleges can create opportunities for economic development that are beneficial to the private sector as well as to the community college.

In a variety of ways, the college can play a leadership role in working with small businesses that have an interest in exploring the international market for their products. For example, the institution may hire an experienced individual who can work on a one-to-one basis in helping small- to medium-sized industries explore what potential the export market has for their particular products. Naturally this international expert must have expertise, background, and knowledge of international trade and how the game of international business is played.

This type of project should certainly be offered in conjunction with existing business and local exporting organizations, such as chambers of commerce, international trade groups, export bankers, and so forth. Many times, through a combination of these sources, funds can be obtained to hire such a person. While working on a one-to-one basis with a company, helping it explore the possibilities available in the international market for its product, this person could have other very important responsibilities. As the international expert becomes familiar with local individuals and companies that currently do a great deal of exporting, this person inevitably develops an expertise that can be called upon to assist other businesses and industries who have yet to become part of the export market.

Personnel from experienced international trade companies can become involved in the instructional programs of the college. Also, as this individual works with potential exporters, helping them determine the feasibility of exporting their products and perhaps helping them get into the export market, the international expert is becoming aware of issues related to exporting that cut across the various businesses and industries and indicate trends in exporting or potential markets.

Determining educational needs is certainly a role of the community college, that is, providing continuing education with current, timely information on subjects of interest to the business community. Such partnerships may lead to new, full-time programs on campus in the area of international trade or documentation.

In retrospect, the scenario just outlined provides a number of pluses for the community college and the business community.

- The business community receives expert assistance in exploring and becoming part of the export market. If successful, the activity increases company profits and creates new jobs in the local company, which lead to community and economic growth and development.

- In utilizing the international trade expertise of a local community, a community college has an opportunity to utilize that assistance for classroom instruction, thus internationalizing the curriculum.

- Continuing education issues are determined on an ongoing basis, as the international expert becomes attuned to the informational requirements of businesses and opportunities for workshops, seminars, and so forth in the area of international trade.

- Spin-off benefits may include the creation of new, full-time credit programs on campus in such areas as international trade and documentation. In this situation, the community college, in playing a leadership role, creates a number of opportunities for itself. It also enhances the ability of many small- and medium-sized businesses to get into international trade, to seek out information, to explore what opportunity international trade has for their businesses, to increase profits and numbers of employees, and to determine new areas of training opportunities. Perhaps the greatest benefit is the creation of much closer ties to the business community itself, utilizing the expertise of current exporters and potential exporters to enhance the college's own programs and services.

Providing Assistance to Small Business

Another example of a community college opportunity in economic development assistance is with the small business community (e.g., businesses employing 20 or less employees). This is an area in which many community colleges have become active in recent years to improve and increase services. Fully 85 percent of the businesses in this country are considered small businesses. It is anticipated that, in the next decade, many new jobs will come from the small business sector. Primary goals should to be to increase the number of individuals wanting to start their own small businesses; to help those who are already in business grow and expand, thus creating new jobs; and to assist those who are in business, but are having difficulty staying solvent, in keeping themselves and their workers employed.

Although many community colleges have been involved in providing programs and services to small businesses, what is lacking is a comprehensive program that provides continuity of information and services over an extended period of time. Quite often, seminars, workshops, and courses are offered on an infrequent basis, and do not provide the continuity that the small business person desires. Small business assistance is a very popular topic with small business, chambers of commerce, downtown development groups, the Federal Government, State government, and various other agencies and organizations. The role of the community college can be to coordinate and package services in a very creative, yet logical manner. Community colleges should provide a variety of informational and instructional programs and services to the various components of the small business community.

Figure 1 suggests the services that might be offered to these components. It shows an attempt to provide a variety of programs and services to subgroups within the small business community. Through use of the grid, a specific need can be identified and addressed in a given area by a specific group within the small business community.

To incorporate virtually all of these programs and services, given the variation within the small business community, a unique delivery system must be established. Many of the subject-area topics of interest to the small business community cut across all of the groups. It is necessary to develop a continuous, comprehensive, educational program that incorporates these areas of mutual interest into an all-encompassing instructional program. This instructional program may serve minority-owned business, women entrepreneurs, those wanting to start a business, those small businesses already established, and so forth. It would cover topics such as marketing, cash flow analysis, computerization, and a variety of other topical areas most likely to be of interest to the group as a whole.

These topics should be organized and delivered through an ongoing, comprehensive, educational program. Classes may meet one evening per month for a period of 2 to 3 years, so that upon completion of the program, the participants will have touched on virtually every area of small business operation and management. This ongoing instructional component of small business management assistance should become a core instructional program for any small business, whatever its type.

In addition to the core curriculum, specific services and programs should be added. An example of this would be a small business library. Numerous publications exist that are designed primarily for the small business owner, but due to the volume and cost, many small businesses simply cannot afford to take advantage of these publications. A comprehensive small business library located within a community college would be a source of information at no cost to the small business owner.

Also, a one-to-one counseling service should be devised to assist those who are enrolled in the core curriculum to incorporate what they learn in the classroom into their specific business. The concept provides a comprehensive core of instructional programs of interest to the vast majority of small business people, and complements the instructional program with a specific service that completes the basic instructional program.

The overall purpose of this emphasis on small business assistance is to help individuals who go into business on their own grow and prosper. Also, the intent is to assist those who are already in business in remaining profitable and productive, enabling them to continue employing new workers. Ideally, what is created is a closer bond between the small business community and the community college. This is another example of utilizing training, education, and information to enhance the economic development of the local community.

	How to get State/ Federal contracts	Legislation	International trade	Sources of small business loans	How to start a business	How to write a proposal	Marketing	Cash flow analysis	One-to-one counseling	Library services
Specific groups within the small business community in need of these programs and services										
Minority-owned businesses										
Women entrepreneurs										
Those wanting to start new businesses										
Those small businesses already established										
Retail businesses										
Wholesale businesses										

Figure 1. Types of informational services and programs requested by various sectors of the small business community.

Needs Assessment for Economic Development

The community college is seldom the major leader and organizer of economic development strategies in a region. However, the college can take the leadership role in collecting and analyzing data. The experience base of most colleges includes considerable advisory council work, data collection and analysis, and facilitator of meaningful community discussions. The needs assessment process can be accomplished by taking the following steps.

Step 1: Define the institution's goal for doing a needs assessment. In other words, what is the question that needs to be answered? Consider the following issues:

- How is economic development happening now?
- What are the local barriers to community development?
- How can the community college assist in economic development?
- Who are the people to be brought together to plan economic development activities?
- What worked in the past to improve economic development?
- How can the information flow on current economic development activities be improved?

A common mistake in needs assessments is not to agree on the actual question that must be answered. Too broad a question confuses the approach and often results in unclear data. Once the overall approach has been determined by the college, broadening the discussion base is helpful.

Step 2: Establish a community-based task force to validate the questions to be answered and determine who should answer them. The most probable groups to be represented in this task force include the following:

- Business associations
- Construction associations
- Manufacturing associations
- Governmental agencies focused on job development, retraining, minority needs
- Transportation experts
- Chambers of commerce
- Area development commissions
- State development commissions
- Human service agencies
- Educational institutions and agencies

Step 3: Determine the breadth of the study. In an urban setting, partial sampling of some target groups is necessary, whereas total participation of others may be critical. The group should develop and review the total list of constituent groups to be sampled.

Step 4: Establish appropriate data collection methods for each constituency group identified. Several models that have been tested by community colleges have been published. These models are easily adapted to a variety of surveying purposes. Other possible approaches or methods are described below:

- **Key information approach**—This method would focus on data collection from individuals deemed "experts" by the task force. The information can be gathered by survey, phone, in person, or collectively. The greatest advantage to this approach is the opening of communication channels.

- **Community forum approach**—This method can bring together large groups of individuals collectively concerned about an issue. It can be established to serve as a means of listening to various viewpoints, or presenting goals for reaction. (A variation of this approach is described later in this chapter as the nominal group process.)

- **Survey approach**—This method includes collecting data from a specified population, typically in a sampled form. The most frequently used means of surveying include written surveys, personal interviews, and phone surveys. If done properly, the survey approach has the greatest potential for producing valid information. Surveys can be done quickly. They are frequently the least expensive method of gathering information and can often be contracted to an outside source.

Step 5: Establish the plan for data collection, the depth of the approach, and costs for completing the plan.

Step 6: Approve the process and implement.

Step 7: Summarize the data in a common format for review by the task force.

Step 8: Lay out the action appropriate to the question asked. It is often most logical that the college continue to serve the planning group as an ongoing resource, depository for data, meeting place, and advocate. The process of economic development is a continuous one, not one that works for a few years and then stops when the business climate improves.

Using the Nominal Group Process

The nominal group process is an intuitive approach to needs assessment and decision making. The advantages of using this approach are its speed, opportunities for dialogue among key players, and the fact that a consensus can be reached on major approaches. It has been used successfully by the Eastern Iowa Community College with chief executive officers of large business and industry, faculty, and community leaders. It has proven to be a positive method of generating lively discussion and good insights into the problems reviewed. Following is an outline of the actual process:

Objective: to identify the major dimensions of economic development for a region by establishing a process whereby key community leaders share their ideas and reach consensus.

Procedure:

1. State the concepts to be considered, such as—
   - barriers to economic development,
   - patterns of economic development,
   - the future of economic development, and
   - mobilizing for economic development.
2. Describe the scope of the problem to be studied.
3. Charge the group to write ideas in brief statements, working independently, responding within 10 or 15 minutes to such specific questions as follows:
   - What are the positive trends affecting our area?
   - What are the negative trends affecting our area?
   - What changes in population, housing, industrial characteristics, financial trends, and so forth, do we see?
   - What are the probable changes that will occur in our business and industrial base?
   - What impact will the new technologies have on our area?
   - What patterns will emerge in economic growth and development?
   - What are the most important things to do to improve the economic development of the region?
   - What roles can the community college play in economic development?
4. Put up a flip chart for each question and elicit in round-robin fashion one idea from each member. Continue until all ideas have been recorded for each question.
5. Clear up any items on the list not totally understood by any group member.
6. Each group member then—
   - lists the five items from the flip chart that he/she considers the most important, indicating both the number of the item and the item itself;
   - places these five items in rank order (5 = most important, 1 = least important); and
   - gives the five prioritized items to the group leader.
7. Tally the group results so that all group members can see them (ensure anonymity of responses). Allow 10 minutes for this activity.

8. Discuss, if necessary, the results. If appropriate, repeat or revise the ranking order.

9. Record, on a separate sheet, the consensus of the rank order of the item to present to the group.

10. Develop a plan of action appropriate to the issues discussed.

Summary

This chapter outlined the processes for becoming involved in economic development, summarized the viewpoints of the Governor, the State development commission director, a regional development director, a community college chancellor, and a business leader on the community college's role in economic development. The chapter also provided several methods for assessing the community's readiness for economic development activities.

CHAPTER III

EFFORTS MADE BY COMMUNITY COLLEGES TO ADVANCE STATE AND NATIONAL ECONOMIC DEVELOPMENT

The previous chapter presented various ways for a community college to become actively involved in economic development at the local level. It has become increasingly clear that one of the most important factors in a successful State or regional economic development plan is a ready supply of trained workers, or the ability to train them easily. In fact, the 1981 Brookings Institute report on financing community colleges recommends that public support be provided only to community colleges that offer skill training for industry as part of their State's economic development plan.

There is no single model for the participation of community colleges in a State economic development policy, due in part to State and regional differences and to various approaches to governance. The examples that follow in this chapter do not in any way constitute an exhaustive list of models, but rather are those that have been brought to the authors' attention and seem pertinent.

State Efforts

South Carolina

The 16-college Technical Education System in South Carolina had its origin in a 1960-61 legislative study report and the ensuing legislation to establish a program to meet the training needs of the State's employers. The system is a partnership for economic development between "the statehouse, the courthouse, the school-house, and industry." The keystone of the program is the Special Schools Program that trains the initial work force for new and expanding, job-creating industries at no cost to the industries. An obvious measure of success is the amount of risk capital spent for manufacturing investment and expansion. In the first 2 decades since the TEC System's inception, South Carolina industries have made investments of $17.6 billion, and have created 330,000 new jobs.

To respond to changing economic and working conditions in the State and the Nation, the legislature provided $375,000 in 1980 for the research and planning needed to formulate a TEC "Design for the 80s" program. Including a series of visits across the country, the study focused on five areas of concern: cooperative education, curriculum revision, special schools, continuing education, and a center for innovative technical training.

Six Innovative Technical Resource Centers, each on a different technical college campus, were established with special funding by the legislature. Their mission is to address the following disciplines at the cutting edge: advanced office occupations, advanced machine tool technology,

robotics, water quality, computer application, and microelectronics. These six centers are the major thrust of the TEC "Design for the 80s" program.

South Carolina economic development specialists believe that for a community or State to attract new industry and business in the 1980s and thereafter, it will be necessary to ensure that their 2-year colleges can provide a solid supply of trained technicians. When industrial prospects visit South Carolina, as part of their analysis of the State as an appropriate site for an investment of millions of dollars, they learn of the capabilities of the State's TEC System to provide training and retraining through its community colleges.

North Carolina

Established in the 1950s, North Carolina's industrial development program, including a new industrial training program, was among the first in the nation to be based on the two-year college system. The thrust of the program is to provide start-up industrial training for new and expanding businesses, utilizing the State's public community colleges. Short-term, entry-level training is designed for manufacturing firms locating or expanding in North Carolina, and over 1,300 companies have been served since the program started.

Currently, the Industrial Services Division (ISD) of the North Carolina State Board of Community Colleges is responsible for assisting the Department of Commerce in selling the State to industrial relocation prospects. The ISD also provides technical assistance to community colleges to assist them in designing and implementing quality training programs. There are seven full-time regional training specialists. These experts and representatives of a local community college meet with company officials to assess the firm's training needs and to design programs to meet those needs. Training is usually conducted for company personnel on-site. The community college provides local administration for the program, while the State provides for training the instructor, and pays for salaries, travel, materials, and additional facilities if necessary. This close coordination ensures that the services needed by industry can be carefully planned and provided.

In April 1982, North Carolina's Governor James B. Hunt, Jr., said that he considered North Carolina's community colleges as the backbone of the economy and the single most important element in the State's program of economic development. In recognition of the importance of the community college system, the State legislature made special appropriations for the following purposes:

- To update technical training equipment
- To prefund priority programs at hard-to-fill critical occupations experiencing shortages
- To establish Cooperative Skill Training Centers to give the community colleges greater flexibility to contract with industry for in-plant training
- To fund educational/industrial leave with pay for up to 12 weeks for technical faculty to return to industry for upgrade training

Many economic development experts attribute North Carolina's success in achieving balanced growth and in diversifying the economy to the truly comprehensive approach to development that utilizes the State's community colleges so effectively.

Colorado, Minnesota, Texas

These three States are typical of many states that involve their community colleges in economic development through some variation of a start-up training program for new and expanding industries and businesses.

Colorado has experienced tremendous economic growth in recent years, and management of this expansion to provide maximum benefits to Colorado residents is a top priority. "Colorado FIRST" is an effort to link the vocational education system with new and expanding employers through joining economic development efforts, new industry promotion, and the provision of related skill training.

FIRST is an acronym for **F**lexible **I**ndustry **R**elated **S**tart-Up **T**raining Program. Using both community colleges and vocational-technical centers, the program ensures a trained labor supply, either using these state-supported training resources, or, if necessary, by arranging for alternative training. Preference is given to new or expanding manufacturing firms willing to locate in depressed or rural areas and able to pay more than the minimum wage. FIRST is not a training delivery agent, but rather functions through the Colorado State Board of Community Colleges and Occupational Education. The program features "demand-driven training," utilizing customized, individual contracts. Thus, the role of the community college varies. Trainees are not paid and are under no obligation to take a job at the end of training. Nor is the company required to hire program graduates. Funds for each training project, determined by the nature of the particular program, come from Colorado FIRST and a variety of other agencies.

Minnesota operates a network of regional consortia using community colleges and vocational-technical centers to develop the capacity to offer tailor-made training projects for businesses planning to start up or expand. When the project began, collaborators included the CETA prime sponsor, economic development specialists, local educators, and the local job service agency. Identification of those businesses interested in growth or relocation might come from any party, but chief responsibility for that function lies with the economic development specialist. Designated economic developers include the Minnesota Department of Economic Development, local government development staff, or private organizations chosen and trained by the State's Department of Development. The goal is to supply specific types and numbers of trained workers within a given time, if the employer agrees to hire the trainees. Businesses usually offer training incentives, and the program concentrates on entry-level workers, using both community colleges and vocational-technical institutes.

The Texas Industrial Start-Up Training Program is a state-funded program, similar in goal to those mentioned previously, but unique in the wide range of institutions used to deliver training. In addition to community colleges, the Texas program utilizes vocational-technical centers, secondary schools, colleges, and universities.

The program provides training for both new and expanding businesses, and in 10 years has trained 25,000 workers for 250 companies. The first step in the program is for an industrial consultant from the Texas Industrial Commission to meet with a company representative to assess the firm's training needs. A minimum of 12 new jobs is required to qualify for participation. The training institution, so designated by the Texas Education Agency, designs the program with company input and assistance. Training is usually done on-site, but can also be carried out at the community college. If another facility is needed, the local community usually provides one at no cost. Instructors are paid by the State. Trainees are recruited and screened by the Texas Employment Commission, and the company must hire program graduates. The company also furnishes any necessary equipment, and pays for utilities, supplies, and any other expenses.

Ohio

Ohio's economic problems include obsolescent plants, a decline in manufacturing jobs, a lack of new high-technology industries, out-migration of workers into Sunbelt areas, and other problems faced by the Industrial Northeast in general. One of the most important new initiatives addressing these concerns is the Ohio Technology Transfer Organization (OTTO).

OTTO's purpose is to establish a network of community and technical colleges, in cooperation with The Ohio State University. This network provides technical assistance, information, and training to Ohio businesses by linking research to the marketplace. In other words, the network transmits new techniques from those who develop them to those who can use them.

In Ohio, as in most other States, the network of 2-year colleges is well suited for technology transfer. Campuses are well distributed geographically and have a service orientation, a local constituency, and the mentality to serve as technology retailers. Each college has a separate advisory committee for each technical program, with members drawn from local business and industry, and for the OTTO program, each college employs a full-time technology transfer agent. OTTO agents combine the appropriate technical, business, communications, and interpersonal skills. Through the program, business and industry have gained access to the State's research and development capabilities. OTTO is funded by a combination of business and industry, local foundations, State and Federal Government agencies, and services contributed locally.

Also of interest is the system of Ohio vocational/technical resource consortia. These 23 regional groupings of secondary schools, community colleges, vocational-technical centers, and university branches respond to industrial start-up training needs. Each region has a director, and locally, consortia serve as brokers of training programs and other resources for new and expanding business, especially manufacturing. The program is coordinated at the State level, but direct services are provided locally by community colleges and other educational institutions.

National Efforts

Many National organizations sponsor projects that relate directly or indirectly to the topic of community colleges and economic development. As with the examples of State programs in the previous section of this chapter, our selection here is not intended to be all inclusive, but rather illustrative of the many efforts of national scope.

American Association of Community and Junior Colleges (AACJC)

The AACJC, headquartered in Washington, D.C., is the only organization whose sole purpose is to represent the interests of the Nation's 1,219 public and private, community, technical, and junior colleges. The mission of the AACJC is to exert leadership, act as advocate, and provide services in support of community, technical, and junior colleges as these institutions deliver educational opportunities designed to address the needs of the individuals, organizations, and communities forming their constituencies.

A task force of the AACJC, formed as a result of the realization that community colleges are playing a central role in retraining workers in this country, produced a concept paper in March 1982, titled "Putting America Back to Work." The proposal outlined a moon-shot commitment to

foster job development and training relevant to economic development. A first step was the AACJC project "Putting America Back to Work," sponsored in part by the W. K. Kellogg Foundation. Its first year goals were—

- to promote national strategies and policies aimed at more effective human resource development as an integral part of overall economic development strategies, and
- to foster effective local business-education-government-labor alliances, tying together economic and human resource development planning and implementation activities.

Five main principles were enunciated by the task force:

- Incentives are needed to encourage greater cooperation between employers and training institutions.
- An administrative structure is needed that will allow for greater state-level participation in the allocation of Federal funds, and to promote interstate planning for labor market areas that include more than one State.
- Incentives should be provided to encourage workers to acquire training in occupations of National or regional priority.
- A National policy on employment development and training is required.
- Authority and accountability for Federal job training programs should be consolidated.

The following three major activities were designed to realize the project's primary objectives:

- The development of a comprehensive inventory of job skills, training needs, resources, and exemplary human resource development projects
- The communication to all sectors of the resources that the Nation's community colleges bring to the task
- The preparation of practical guidance for local leadership on how to build more effective approaches to human resource development at the local level

In its second year, 1983-84, this project evolved into the "Keeping America Working," or the KAW project. KAW is devoted to helping the leaders of the Nation's businesses, industries, labor unions, and governments understand that our community and technical colleges are a network in place and ready to provide valuable resources for economic development at all levels.

KAW services to employers and community colleges are divided into three clusters:

- **Creating America's Jobs**—to assist community colleges to serve in local economic development activities
- **Training Today's Workers for Today's and Tomorrow's Jobs**—to help State community college systems as well as individual colleges become the training agency of choice
- **Aiding the Displaced Worker**—to collaborate with community colleges to create career development centers offering services to declining industries and to displaced workers

The Sears Foundation has provided a generous grant to KAW that will provide for a major study and inventory of present efforts in these three areas by AACJC colleges. This study will create tools, models, and materials that can be used by colleges to initiate or strengthen such efforts. Of high priority is the creation of local partnerships between community colleges and business and government leaders.

To this point, response from the business and industrial sector to KAW's proposal to act as a broker has been very favorable. Further information on these programs, as well as on the conclusions emerging from the project's work to date, may be obtained by contacting the AACJC, One Dupont Circle NW, Washington, D.C. 20036.

American Vocational Association (AVA)

AVA is the most comprehensive individual membership organization in the United States working on behalf of strong vocational education programs. Through a unified network of State, divisional, and National organizations, it provides leadership in the field of vocational education at all levels. The association has addressed the topic of economic development through publications, conference topics, studies, and various other projects.

An AVA publication, *The Vocational Educators' Handbook for Economic Development* (1981), is the result of a project funded by the Office of Adult and Vocational Education, U. S. Department of Education. Entitled "A Study to Identify and Promote Linkages between Vocational Education and Job Creation/Development," the project aimed at improving the role of vocational education in the economic development of our communities, States, and Nation. The project's three objectives were—

- to identify, through a nationwide search, innovative vocational education programs that support economic development;
- to disseminate information about these successful programs; and
- to provide technical assistance to encourage the establishment of new programs.

The research associated with the project had and continues to have important implications for economic development efforts, and the *Handbook* continues to be a useful tool for all those interested in linking vocational education institutions with economic development projects. Although not targeted solely for community colleges, the following listing of section titles illustrates how pertinent the *Handbook* is:

- "Role of Vocational Education in Job Creation"
- "Preparing for Involvement in Economic Development"
- "Planning Industry Training Programs"
- "Sources of Funding and Technical Assistance"

In addition, the *Handbook* includes such useful tools as sample needs surveys, sample budgets and contracts, a section on instructional methods, and case studies.

Recently, the American Vocational Association embarked upon a 3-year series of activities to examine the factors that lead to, or present, excellence in the various institutional settings in which vocational-technical education takes place. During the 1983-84 year, the focus was on technical education in community colleges. On the day preceding the opening of the annual AVA convention in Anaheim, California, December 1983, the AVA board held an open hearing to consider the problems in this setting, the characteristics of institutions that have outstanding programs, and recommendations for improving those programs. Presentations included the following topics that are especially relevant to our theme:

- "Strategic Planning for Vocational Education on the Community College Level" by Warren Groff, North Central Technical College, Ohio.
- "Industry's Views for Improving Vo-Tech Education in the Community College" by Pat Hill Hubbard, vice president, American Electronics Association.
- "Capacity of Community Colleges to Respond to Rapidly Changing Labor Markets," by Jesse Burt, director of Industry, Florida Department of Education.
- "Building Partnerships between Vocational Education in the Community College and the Private Sector" by William Wenrich, Rancho Santiago Community College District, California.
- "Retraining and Upgrading of Workers on the Community College Level" by Catharine P. Warmbrod, research specialist, National Center for Research in Vocational Education, Columbus, Ohio.

The proceedings of this Board hearing are available from AVA, 2020 North 14th Street, Arlington, VA 22201.

In the September 1983, edition of *VocEd*, the National journal of AVA, Executive Director Gene Bottoms addressed the question of excellence in community college programs. Among the characteristics identified in the article is the commitment of community colleges to provide training services to local employers, particularly the tailoring of special programs to meet the needs of a given employer. In general, the American Vocational Association has been a strong supporter and valuable resource for community colleges and their involvement in economic development.

National Center for Research in Vocational Education

For almost 20 years, the National Center, located on the campus of The Ohio State University, Columbus, Ohio, has been one of the leading research and development agencies in the Nation dedicated to vocational and technical education. The National Center's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems related to individual career planning, preparation, and progression. The National Center fulfills its mission by—

- generating knowledge through research,
- developing educational programs and products,
- evaluating individual program needs and outcomes,

- providing information for National planning and policy,
- installing educational programs and products,
- operating information systems and services, and
- conducting leadership development and training programs.

The National Center project most obviously and closely related to community colleges is the National Postsecondary Alliance, which is the sponsor of this publication. The Alliance will be presented in a separate section later in this chapter. In addition, the National Center deals with the topics of postsecondary education, community colleges, and economic development through a series of publications, workshops, and ongoing projects that approach these questions from a variety of angles.

The following is a list of selected publications and products developed at the National Center and available from its Publications Office, 1960 Kenny Road, Columbus, Ohio 43210. Further information may be obtained by calling toll free (800) 848-4815 or in Ohio (614) 486-3655.

- *Retraining and Upgrading Workers: A Guide for Postsecondary Educators*, Catharine Warmbrod and Constance Faddis, RD 235, 1983.
- *Preparing for High Technology: 30 Steps to Implementation*, R. Abram, B. Ross, B. Landrum, RD 232, 1982.
- *Preparing for High Technology: A Guide for Community Colleges*, J. Long and C. Warmbrod, RD 231, 1982.
- *Preparing for High Technology: Robotics Programs*, W. Ashley, R. Abram, E. Knoopka, L. Carrico, RD 233, 1983.
- *Preparing for High Technology: CAD/CAM Programs*, R. Abram, W. Ashley, R. Hofmann, J. Thompson, RD 234, 1983.
- *Employer-Sponsored Skill Training*, IN 250, 1983.
- *Program for Acquiring Competence in Entrepreneurship* (PACE revised), RD 240, revised 1983.
- *The Linker's Tool Kit* (three modules, two brochures, one guide)
  - *Develop a Linkage Plan, LT-J-1*
  - *Establish Linkages with BIL/GM* (business, industry, labor, government, military), Module LT-J-2
  - *Provide Customized Training Programs for BIL/GM*, Module LT-J-3
  - *Linkage Is . . . A Guide for Board Members*
  - *Linkage Is . . . A Guide for BIL/GM*
  - *A Guide to Linkage in Action: Selected Models*

- *National Human Resource Development Policy: The Role of Postsecondary Vocational Education*, Dale Parnell, OC 83, 1982.
- *Reindustrialization: Implications for Voc Ed*, James Leach, IN 233, 1982.
- *Vocational Education as a Participant in the Economic Development Enterprise: Policy Options for the Decade Ahead*, Leonard Lecht, OC 74, 1981.
- *The Role of Vocational Education in the Economic Development of Rural Areas*, Duane Lund, OC 62, 1980.
- *ERIC Update on Vocational Education and Economic Development*, BB 73, 1984.
- *Employer-Sponsored Skill Training*, R. Wenig and W. Wolansky, IN 250, 1983.
- *Sharing Resources: Postsecondary Education and Industry Cooperation*, C. Warmbrod, J. Persavich, D. L'Angelle, RD 203, 1981.

The National Academy for Vocational Education, the National Center's training unit offers, through its Institute Program, an extensive series of workshops and conferences, both at the National Center and at sites around the country. Topics for these programs, operated on a cost-recovery basis, are chosen to meet needs perceived by staff, or may be requested by professionals in school systems or governmental agencies. In fact, the National Academy will tailor programs to fit any particular setting.

For example, between 1980 and 1983, the National Academy sponsored 34 programs on topics related to the role of community colleges in economic development. These programs, held in 18 different States and attended by over 1,500 enrollees, focused on a variety of themes, including the following:

- "The Community College in Economic Development and Revitalization"
- "Building Partnerships: A National Conference on Job Training and Employment"
- "Implementing Effective Customized Training Programs for Business and Industry"
- "Models for Economic Development"
- "Developing Short-term Skill Training"
- "Business-Industry-Labor Vocational Education Linkages"
- "Entrepreneurship"
- "Upgrading and Retraining Workers"

Finally, the National Center for Research in Vocational Education is always involved in a large number of ongoing projects. Following is a list of projects that are likely to produce information, materials pertinent to the topic of community colleges in economic development. More information on any of them may be obtained by contacting the National Center's Program Information Office.

- Strategy for Technological Update of Vocational/Technical Teachers
- Precision Metalworking Skills Project
- Adult Literacy Skills for Training for the Workplace
- Determining Training Implications of Job Redesign and Work Improvement Projects
- Involving Business, Industry, and Labor in Planning and Evaluating Vocational Education Programs
- Development of an Entrepreneurship Education Network
- ERIC Clearinghouse on Adult, Career, and Vocational Education
- Feasibility of Satellite Implications in Vocational Education
- DACUM Occupational Analysis of the Production Foreman's Job and DACUM Facilitator Training Program
- Feasibility Study to Improve Vocational Education through Strengthened Linkages with Organized Labor
- Firm Employment Decisions in Low Wage Labor Markets
- School Effectiveness for Employability
- Employability Factors Study
- Field Study of Newly Employed Youth
- Employer Hiring Decisions Study
- Training and Human Capital Formation
- Serving the Needs of Displaced Workers

The National Postsecondary Alliance

As mentioned, the National Postsecondary Alliance is an ongoing project of the National Center for Research in Vocational Education. However, its role is so pivotal in this project that it deserves separate treatment. With 36 institutions on 72 campuses in 22 States enrolling .5 million students, the Alliance is a nationwide consortium of innovative 2-year colleges. Membership is composed of community colleges, technical colleges, technical institutes, and vocational-technical schools. A complete membership list is provided in the Appendices.

Institutions profit from membership through joint grant requests, conferences on the newest developments, workshops for learning new skills, liaison with AACJC, consultation to help with problem areas, international activity in cooperation with the National Center, professional development, joint material development, sharing of ideas that work, a regular newsletter, a hot line for

instant answers, a resource lending center, instant reference through the ERIC Clearinghouse, and access to National Center experts.

The Alliance is deeply committed to assisting community colleges to become more involved in economic development efforts at local, State, and National levels. Currently, this commitment is carried out in three ways, the first of them being through publication preparation. Alliance member colleges requested that this guidebook be prepared, and although the writing cost has been borne by the Alliance, the product is available to all community colleges and anyone else on a nonprofit basis.

A second activity of the National Postsecondary Alliance involves the operation of three conferences yearly that relate to a topic of current interest. In 1984, two National conferences were given entitled "Economic Development and the Community College," one in Fort Worth, Texas, and the other in Cleveland, Ohio. Presenters were leaders involved in economic development efforts in relation to 2-year colleges, including leaders from business, industry, regional or State offices of economic development, State legislatures, labor unions, the Federal Government, private capital sources, chambers of commerce, and community colleges.

Other participants included trustees, administrators, and faculty from postsecondary institutions, and additional representatives from the public and the private sectors who share the concern for economic development needs. These 2-day conferences gave participants the opportunity to explain their current and planned activities, including suggestions on how postsecondary institutions can improve and/or expand their involvement in local economic development. Other issues addressed were job creation, short-term skill training, entrepreneurship, cooperation with linkage, technology transfer, and training and retraining.

A third conference held in Spokane, Washington, was entitled "The Future of Vocational Education in a High-Tech World," and featured presenters from high-tech industries, and leaders in education, training, and economic development. Other participants included vocational education administrators and faculty, as well as leaders in government and the private sector who share the concern for helping vocational education to meet future employment needs.

In addition to sponsoring these three relevant conferences, the National Postsecondary Alliance has established various special interest groups to share information and ideas on several areas on the general theme of economic development and community colleges. At the semiannual Alliance business meetings held regularly in March and September, members have the opportunity to exchange information in areas of special interest to them and their institutions through participation in these special interest groups.

For further information on the National Postsecondary Alliance contact the Alliance director, The National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, Ohio 43210.

The League for Innovation in the Community College

Founded in 1968 with start-up funding from the Kettering Foundation, the league is comprised of 17 colleges or college districts, located in 12 States. Its founding principles were to experiment in teaching, learning, and administration; and to exchange the results for dissemination to community colleges nationwide. To carry out those goals, the league embarked on a program of special projects, conferences and workshops, publications, and communication. In the 1970s new

efforts focused on educational management and productivity, service to nontraditional students, basic skill development, new instructional technology, and energy conservation. Of special interest recently have been the Health Instruction Exchange, the Community College Productivity Center, and a nationwide training program in solar energy. The league also has ongoing interests in professional development, international education, and cooperation with the corporate sector.

With respect to the topic of economic development and community colleges, are two league linking projects are of special interest. A 1980 study of alliance between community colleges and business produced a resource inventory and directory on that subject. A monograph entitled *It's Your Business* discusses cooperative efforts between community colleges and the business-industrial community, and a National conference was held dedicated to the consideration of how to use such partnerships more effectively.

A current league linking project is compiling economic impact studies of the influence of community colleges on local service areas. A directory will also be published using the findings of this study.

Summary

As revealed in this chapter, there is a wealth of activity that results from interest that community colleges have in promoting economic development. Some States have well-organized plans and arrangements for this activity; many do not. In addition, a variety of organizations and alliances are making significant contributions on the National level to the task of assisting 2-year colleges in effectively advancing economic development.

CHAPTER IV

CASE STUDIES OF EXEMPLARY PROGRAMS

Chemeketa Community College, Salem, Oregon

Chemeketa Community College (CCC) serves the region around Salem, the State capital, including Marion, Polk, Yamhill, and part of Linn counties. The area, approximately 2,600 square miles, has a population of nearly 350,000. The college has an annual budget of $20 million, a full-time instructional staff of 190, and operates 4 outreach centers in addition to its main campus. Over 6,500 students (FTE) are enrolled in credit courses, and CCC serves over 12,000 people through its community education programs.

The Problem

Massive layoffs and cutbacks at local pulp and lumber mills created a large group of unemployed workers in the area. Local analysts believed those jobs that were lost were not likely to be restored. Unemployment rates in 1982, frequently in the 10 to 12 percent range, equalled or exceeded those of the rest of the State. The principal goal of the college's efforts was to return unemployed workers to quality jobs in the market as quickly as possible.

Activities

Chemeketa Community College has dealt, and continues to deal, with economic development in various ways. The several functions described here have been sponsored by the Office of Work-Related Experience and also the Cooperative Career and Economic Development Center, now renamed the Training and Economic Development Center. Chemeketa Community College identified three basic approaches to the unemployment problem:

- **Attract new industry to the area**—Although recognized as a long-range solution, the college is committed to assist in this endeavor by providing training for the work force of any new industry.

- **Expand small business operations**—Over 80 percent of the area's work force is employed in businesses hiring 10 or fewer workers. Assistance can be provided to existing small businesses to enable them to enlarge. This can be accomplished with few of the restrictions—zoning, sewer hookups, taxes—associated with a new industry moving into the area.

- **Create new small businesses**—Many unemployed workers have skills and interests that can be transformed into profitable enterprises. With appropriate planning assistance, training, marketing, and referral to sources of venture capital, these skills can be converted into successful small businesses.

The college serves the unemployed in the following ways:

- By using the volunteer services of professional and business people to work with those individuals seeking to expand or start new businesses. These experts share their expertise in market analysis, production, manufacturing, and record systems. The city of Salem funded the salary of a volunteer coordinator who matched volunteers with the specific needs of individuals seeking entrepreneurial advice. About 150 volunteers with business expertise were recruited during the first year.

- By utilizing the services of SCORE (Service Corps of Retired Executives) to provide business counseling and workshops.

- By referring individuals who have developed an approved business plan to sources of venture capital for funding of their business operations.

- By referring individuals to workshops, courses, or short-term training programs necessary to start or expand a business or to secure the necessary job skills required for employment.

- By offering job search and job placement assistance for those not interested in a business operation, but who need re-employment.

- By developing a job bank to match those individuals with the employment needs of business and industry.

Dislocated Worker Project/Job Assistance Network

In 1982, the Mid-Willamette Jobs Council, the local JTPA administrative agent, received a $568,000 grant from the U.S. Department of Labor to assist dislocated workers. While the origin of funding and the source of clients were different, both the Job Resource Center that was formed on campus and the council programs involved substantially the same type of activity. The council and Chemeketa Community College, therefore, agreed to merge their efforts into one center—the Job Resource Center—to provide better service to the unemployed.

The Mid-Willamette Jobs Council's Displaced Workers Project is one of only 6 demonstration projects in the Nation funded through the U.S. Department of Labor to assist laid-off workers. The Job Assistance Network, working in coordination with Chemeketa Community College, offered a variety of services to these workers. Initially, workers were given an orientation to project services that included gathering the individual's work history and assessing their vocational skills and interests. Individual interviews, which involved more data collection, completed the enrollment process. Clients were referred to an in-depth job search workshop, during which job-seeking skills such as resume writing and interviewing were covered. About two-thirds of these clients went directly to job placement assistance. The remaining one-third entered classroom training activities.

Nearly all of the enrollments in the program came from 12 chosen plants. Letters of invitation were sent to 890 workers, and the 305 enrollees represent a 34 percent take-up rate. The program sequence was as follows: intake/assessment, job search workshop, classroom training, Job Resource Center, and marketing activities.

About one-third of the clients involved in classroom training were targeted to participate in short-term training programs. Chemeketa Community College developed these programs and

hired the staff to implement them. Three major group training projects were offered in the areas of electronics technology, computer operations, and computer-assisted drafting. Additional classroom training programs included 2 short (32 classroom hours) programs offered in-plant. Their purpose was to update specific skills in computerized control for machinists and heavy alloy welding for welders.

The Job Resource Center and the marketing activities component of the program were designed specifically to help participants get new jobs. The center had a free long distance phone bank and extensive print and video information. The center staff provided help and advice in the effective use of its resources and also in contacting employers. Grants were available for local transportation, out-of-town travel, and relocation expenses. The marketing specialists contacted area employers to explain the program and to inform them of the benefits of the free referral service.

St. Louis Community College, St. Louis, Missouri

Serving metropolitan St. Louis, an area with more than 1 million people, St. Louis Community College has an enrollment in credit courses of over 30,000 (16,500 FTE). An additional 20,000 people participate in noncredit programs on the college's three campuses.

Background

Perhaps the new Job Training Partnership Act (JTPA) has been responsible for strengthening the use of the term "partnership." There is a recognizable increase in the number of effective relationships among educational institutions, industrial organizations, labor groups, and community and statewide associations. One such example is the Missouri Industry Training Program (MITP), sponsored by the Career and Adult Division of the Department of Elementary and Secondary Education in Missouri. MITP is a partnership of 87 local educational institutions providing vocational training throughout the State and of State agencies providing a wide array of services to business and industry. The Missouri Industry Training Program is designed to provide a customized curriculum, qualified instructors, training facilities, instructional aids and training materials, training equipment, and evaluation, together with follow-up training.

This case study will focus on one such successful model that used networking to assemble the resources of the following public and private agencies into a unique project partnership:

- Ford Motor Company
- Local 325 of the United Auto Workers (UAW)
- St. Louis Community College
- Special School District of St. Louis County
- Missouri Department of Elementary and Secondary Education
- St. Louis Regional Commerce and Growth Association

- Private Industry Council of St. Louis/St. Louis County
- Governor's Office of Manpower Planning

The Problem

The aging Hazelwood, Missouri, assembly plant of the Ford Motor Company was viewed by corporate leaders as the company's most obsolete plant, when compared with the high-technology systems available within the automobile industry today. For Ford, the solution was obvious—redesign the Hazelwood plant, develop a new economy product line, retool, and begin production. Ford designed a new economy-sized minivan, the Aerostar, and the company expects to spend over $600 million expanding and revitalizing the facility with the latest high-technology equipment so it can produce the new vehicle. Ford expects Hazelwood to be one of the most advanced assembly lines in the world.

With the installation in the plant of numerous state-of-the-art electronic and robotic systems, employees suddenly were confronted with having not only to operate, but also to service and maintain advanced robot assembly lines. It was immediately evident that retraining 270 skilled trades maintenance journeymen and their supervisors must be done before production of the new line could commence. St. Louis Community College, through its Institute for Continuing Education, was approached by Ford to study the problem and to customize an on-site training program to upgrade the skills of its employees.

The process included the assembling of a collegewide task force of faculty and staff to develop the customized training package, to recommend training materials and equipment, to identify instructional resources, and to establish a budget. The cost of this project, $583,000 for approximately 11 months training, was borne by Ford, the Missouri Department of Elementary and Secondary Education, and the Governor's Office of Manpower Training, that utilizes funds provided through the Job Training Partnership Act.

A project coordinator was assigned from the Institute for Continuing Education to work on a daily basis with the automation specialists at Ford to develop specific curriculum modules and to monitor the training activities. This coordinator and the automation specialists also worked closely with the instructors and representatives from Local 325 UAW and the employee groups to refine the various training components to ensure that specific needs were met and the variety of learning levels were accommodated.

Company employees selected for training were provided with basic skills and learning styles assessment services by the college's Metropolitan Re-employment Project (MRP) and the Learning Achievement Center. A new training center, equipped with the most modern electronic and microcomputer training equipment, was erected by Ford at the Hazelwood plant especially for this project.

The skilled trades journeyman designated for training included 100 electricians, 80 pipe fitters, 45 millwrights, and 45 toolmakers. In addition, 15 of their supervisors from the plant were provided with individualized technical skill upgrading. Although not in the original plan, but as a result of college/Ford staff interaction, a select group of plant engineers and managers also received technical upgrading assistance in computers and microprocessors. It is contemplated that in the future, a major instructional component for all plant workers will include such areas as human relations skills, stress management, motivation, time utilization, quality control, and effective communication.

Summary

Through its Institute for Continuing Education, St. Louis Community College administers the required technical and human resources assembled by the partnership. Instructors are obtained from existing college faculty, area vocational-technical schools, and the industrial community. A project management team was created to provide feedback and to monitor the training. This team includes the dean of the institute and its on-site project director, a representative from the Missouri Department of Elementary and Secondary Education, as well as Ford's assistant supervisor of plant engineering, automation specialists, and the United Auto Workers' local union shop steward for the skilled trades journeymen. This project, by combining the resources of a variety of community components, has achieved the goal of retraining the labor force of a major employer.

Guilford Technical Community College
Jamestown, North Carolina

Guilford Technical Community College (GTCC) is a public, 2-year institution serving Guilford County, North Carolina. GTCC was founded as an industrial education center in 1958 and was authorized as a degree-granting, technical institute in 1965. GTCC is fully accredited by the Southern Association, and it is now the third largest of the fifty-eight 2-year institutions in the North Carolina Community College System. In the 1983-84 academic year, over 25,000 students were involved in its programs in one way or another, including continuing education and extension programs. Guilford Technical Community College has been serving the training needs of area business and industry for over 25 years. In 1982, internal responsibility for coordinating all economic development programs and services offered by the college was consolidated in the Office of Industrial Development and Training. This approach has been well received by business and industry, and has both expedited delivery of training and reduced the duplication of training efforts and the resulting costs.

The Proctor and Gamble Company

Proctor and Gamble and its subsidiaries produce laundry and cleaning products, such as detergents, fabric softeners, cleaners and cleansers; personal care products, such as bar soaps, toothpastes, mouthwash, deodorants, shampoos, paper tissue products, disposable diapers; food products such as shortenings, oils, baking mixes, peanut butter, potato chips, coffee, soft drinks and citrus products; and other products such as cellulose pulp, chemicals, pharmaceuticals, and animal feed ingredients.

Activities

One of the most apparent assets of GTCC's training and development efforts is the continued assistance provided to a company as it progresses from start-up to maturity. The training history of the Proctor and Gamble plant located just north of Greensboro provides insights into this type of planning, training, and delivery.

Proctor and Gamble initially came to Guilford Technical Community College for assistance in security training on the recommendation of the Greensboro Chamber of Commerce. GTCC's assistant dean for occupational extension, as well as the college's new industry area representative, worked with Proctor and Gamble on the package. The resulting training component was built into the total plant development project during the initial planning and building stage.

A second program was designed to train personnel in dentifrice compounding and processing by providing a comprehensive orientation in the industry and products, and then job training in the specific operations involved. GTCC approached the job training by videotaping the specific jobs in Proctor and Gamble's Iowa City and Cincinnati plants. Task analyses were done for each of the various operations, and a training plan was developed for each function, using the techniques practiced in the two model plants. This program in technology transfer was aided by a specialist in the videotaping field secured by GTCC. Classrooms were arranged in a neighboring school, and approximately 100 operators were trained in this program.

In addition, two training programs were established under the rubric of occupational extension. Instructors were sent into the facility, and training was conducted on-site in two areas:

- Typing Skills—Approximately 40 people were qualified through this program.
- Maintenance Training—This program was established to provide maintenance training for each line operator. The project is ongoing.

Another new training package was started in the fall of 1982 to train approximately 40 new Proctor and Gamble employees in the production of a new product. In the spring of 1983, GTCC arranged for approximately 25 supervisors and department heads to be trained in audiovisual production techniques in a 3-day workshop. Training packages prepared by these persons will be developed in all areas of production, and management continues to improve production through analysis and direction of certain techniques. Additional training packages are in place and will be implemented as new lines are set up.

Summary

In order to coordinate training efforts, the college formed an Industrial Relations Committee, chaired by the head of the Office of Industrial Development and Training. The committee includes representatives from those departments within the college that have business and industry training responsibilities. This committee serves to keep all training areas informed of programs and courses in progress or being considered. It also provides an ongoing forum for identifying successes and solving problems. The Guilford Technical Community College process provides a training source that continues to work with individual companies as they mature. This maintains essential background knowledge and means to maintain a constant assessment of developing needs.

Triton College, River Grove, Illinois

Triton College is located in the western suburbs of Cook County in the Chicago metropolitan area, and is one of 39 community college districts in Illinois. Triton serves 26 communities, and is the State's largest single-campus community college, with an enrollment of 26,000 (FTE 9,000). Triton is one of seven community colleges in the Cook County suburbs, and directly borders Chicago, which has its own city community college system.

Background

Within Illinois and Cook County, responsibilities for economic development are fragmented. The State's lead agency is the Department of Commerce and Community Affairs. Its responsibili-

ties include, among others, statewide industrial promotion, Job Training Partnership Act (JTFA) administration, programs for small business, federal contract procurement, and administration of a portion of HUD monies. Increasingly, the Illinois community colleges have become the focal point of many of the new economic development programs initiated by the State Department of Commerce and Community Affairs. In addition, community colleges received a new annual appropriation of $2.5 million for special economic development projects in 1984. With these funds, each community college was expected to develop or expand a specialized contractual training arm or business assistance center.

Almost from its beginning in 1964, Triton placed the area's needs, particularly for technical training, high among its priorities. The college developed physical facilities of more than 800,000 square feet for technical training, earning it the reputation of the "Career Center of the Midwest." Contractual training and seminars for local businesses were adopted as a delivery system more than a decade before many other community colleges focused attention on such strategies. The development of a strong technical training component, along with the early creation of a contractual training unit known as the Employee Development Institute, served as a base upon which the college developed its economic development programs.

Customized Career Education

Customized training is offered at Triton College both through the Employee Development Institute (EDI), geared toward contracting with companies for a limited and specific period of time, and through the college's School of Career Education, which contains Triton's degree and certificate programs, and is generally based on long-term cooperative arrangements.

An example of such a long-term agreement is Triton's association with General Motors (GM), that began in 1981. GM requested assistance in three areas of customized training: apprenticeships for future GM mechanics, skills upgrading for mechanics working at GM dealerships, and insurance adjustor training. Apprenticeship training is structured as a 2-year associate degree program for which students must be sponsored by a GM dealership. Training lasts for 87 weeks and combines classroom studies with practical experience at local GM dealers. The other two GM programs are short term and intensive in nature. Mechanic skills upgrading takes place in workshops offering a week or less of instruction in the latest GM products. The training is delivered by Triton instructors at GM's training Center. The GM insurance adjustors program is a 3-week intensive course.

In addition to working with the School of Career Education on specific projects such as the GM insurance adjustors program, the Employee Development Institute specializes in designing and implementing training programs for local organizations. EDI has a 15-year history of working with local business, industry, professional groups, and municipalities. Training has been designed for production workers, office personnel, supervisors, staff members, managers, and executives. In 1983, more than 4,500 persons participated in more than 250 programs sponsored by EDI.

A recent example of an on-site EDI program is an arrangement with the International Union of Operating Engineers to provide entry-level and advanced training in air conditioning, refrigeration, and energy management. These programs are delivered in both evening and early morning formats at the union headquarters in Chicago.

EDI has made special efforts to reach small businesses in the past 2 years. In the past, Triton had served primarily larger businesses of 150 employees or more. The new emphasis at the college

has been to provide increased services for small businesses. Triton has cosponsored seminars with the Small Business Association and runs an intensive Small Business Institute. The college is also conducting a series of informative breakfast programs featuring speakers of interest to owners and employees of small businesses, as well as "small business mixers," scheduled after working hours to facilitate networking among small business owners.

Industry Retention Survey

An industry retention survey program was created in 1983 to survey 200 businesses within the Triton district, as part of an effort to retain existing business and industry in the western suburbs. Survey teams, comprised of 80 community volunteers, local chamber and municipal leaders, representatives from the Illinois Department of Commerce and Community Affairs, and Triton personnel, especially from the Employee Development Institute, scheduled and conducted the personal, on-site interviews.

At the conclusion of the survey process, a report was prepared for each municipality, along with a report combining the data from all the municipalities. These reports were hand delivered to the chief elected official of each municipality. Problems identified within each town were referred to the appropriate agency. The effort was so successful in developing leads for the Employment Development Institute that the survey process has become institutionalized at Triton as a major outreach vehicle to business. The Appendices section of this publication contain an example of the instrument used by Triton College to survey one municipality within its service area.

Job Training Institute

In just a few years, Triton's Job Training Institute (JTI), specializing in short-term, intensive training, has developed a record of training and placing students in entry-level positions in fields where there is a high demand. Programs usually last from 6 to 16 weeks, and range from 100 to 300 hours. Individuals can train for careers as bank clerks, burglar alarm installers, nurse assistants, phototypesetters, locksmiths, security officers, and many other occupations. They can also learn skills appropriate for entrepreneurship in areas such as drywall installation and deck construction. The Job Training Institute places students in entry-level positions through practical, "hands-on" instruction on the kinds of equipment used on the job. JTI's short-term programs are designed to permit an individual to learn quickly those skills in demand by local business and industry. JTI can best be viewed as a specialized delivery system. Organizationally, it is part of the college's occupational program area. JTI can, however, provide services under contract arranged through EDI or for federally subsidized JTPA programs.

Dislocated Worker Assistance Center—JTPA Title III

With the major downturn in the economy, Triton College received funds from the JTPA Dislocated Worker Program to establish a regional Dislocated Worker Assistance Center. The center provides a comprehensive employment and training program, including counseling, assessment, job search assistance, job development, training/retraining, prelayoff assistance, and relocation assistance to eligible dislocated workers in the Triton area. The program is designed to return participants as expeditiously as possible to quality jobs. During phase one of the project, the Dislocated Worker Assistance Center worked directly with six companies to identify eligible workers.

Mid-Metro Economic Development Group

By far the most ambitious new program at Triton College has been the development of the Mid-Metro Economic Development Group. This group is primarily a privately funded effort formed to focus attention on attracting new business and/or helping existing businesses grow and expand. Initiated by Triton College in cooperation with neighboring Morton College, Mid-Metro evolved through a series of organizational meetings involving Illinois Bell Telephone, Northern Illinois Gas, Commonwealth Edison, Northwest Suburban Manufacturers Association, Oak Park Development Corporation, and First Suburban National Bank of Maywood. The group has filed for recognition as a not-for-profit organization, hired an executive director, and organized a drive to raise financial support for the economic revitalization of the western Cook County suburbs.

Other Activities

Joining a growing national trend, Triton College established a Business Industry Council (BIC) to provide guidance and support for the development of college-sponsored business services and training endeavors. Representatives on the BIC are selected from construction, manufacturing, transportation, retail trade, finance, insurance, real estate, and service industries. The college also has a representative on the private industry council of suburban Cook County.

Another program of expanding importance to Triton's economic development efforts is the Career Planning and Placement Center. Traditional services have been expanded beyond student placement to provide a computerized job bank, prescreening of applicants for employers, salary information, career assessment, and outplacement counseling. In fact, large employer demand for these services has significantly increased the overall importance of the Career Planning and Placement Center in the college's economic development program beyond original expectation.

The college designed a computerized Business Industry Tracking System (BITS) in an effort to maintain smooth linkages with local business. With an increasing number of business contacts being made by personnel from many units within the college, a danger exists that Triton College staff members will "trip over" each other at the doorstep of a local employer. To help avoid this, the automated record-keeping system lists more than 2,000 companies that have any relationship with the college, and includes detailed records on those relationships.

Orangeburg-Calhoun Technical College
Orangeburg, South Carolina

Orangeburg-Calhoun Technical College is a comprehensive, 2-year technical college that offers diverse career opportunities for students through a variety of programs. When the college opened as Orangeburg-Calhoun Technical Education Center in 1968, it was the 11th such center in the State. In 1974, the institution officially became a technical college.

Orangeburg County has a population of 83,000 residents in an area of 1,106 square miles. The county seat, Orangeburg, has a population of 14,933. The county has an Economic Development Commission that seeks out new industry and works with existing industry. The executive director of the Orangeburg County Development Commission is housed at the college. Calhoun County has a population of only 12,106. St. Matthews is the county seat, with 1,500 inhabitants. The county has an Economic Development Commission, but no full-time executive director.

The Technical Education System

The South Carolina Technical Education (TEC) System was established in 1961 to provide technical training for jobs and to attract more industries to the State. Through special schools, the TEC System's plan for efficient and cost-effective plant start-up, more than 80,000 people have been trained for more than 850 industries in the past 23 years.

In the beginning career training involved mostly jobs in the textile industry. Now, the TEC System offers more than 200 career choices in its 1-year and 2-year programs. Other choices include continuing education and occupational upgrading. Over 300,000 people were enrolled in 1 or more of the programs offered by the 16 technical colleges in the TEC System during 1983.

State and County Economic Development Boards

The State and county development boards, working in close cooperation, bring industrial prospects to Orangeburg and Calhoun counties when they have indicated an interest in building a new plant or expanding an existing facility. The first stop is Orangeburg-Calhoun Technical College (O-CTC) to meet with a team of citizens representing many aspects of the community. This team's objective is to convince the prospect to locate in the area. It is composed of local development board members, public utility representatives, bankers, job service personnel, industrial representatives, and a training specialist from the South Carolina TEC System. The president of O-CTC is a member of the team and represents the training component.

The college president usually gives a brief overview of the area and the TEC System training capabilities. A tour of the college with special emphasis on the industrial training building is important. This facility is a definite selling point to the prospect, in that the college has demonstrated its commitment to industrial and economic development by having constructed a $2 million building designed specifically to train workers for jobs in new and existing industries. New industries may set up a training lab on campus while their buildings are under construction, additional evidence of the college's commitment to offer assistance in training.

Special Schools Program

Since 1961, the TEC System in South Carolina has been providing pre-employment training for new and expanding manufacturing firms in South Carolina. The program is called Special Schools because it is tailored to fit the needs of any given industry locating or expanding in South Carolina. Special Schools are provided for trainees and industry alike at no cost. All costs associated with the program are paid by the taxpayers of South Carolina, but the initial investment by the State is small compared to the long-range return in trained labor and an increased tax base.

The training is voluntary on the part of the trainee. Trainees are not charged for the course, nor paid while in class. Upon completion of the training, trainees are under no obligation to accept employment with the company, nor is the company required to hire the trainee. When the State development board attracts an industry to South Carolina, the training services of the TEC System are immediately available. The objective is to provide the industry with an initial trained work force, ready to produce quality goods and services for sale on the first day of production in South Carolina.

Setting up a training program follows an orderly sequence of events:

- **Analysis**—TEC industrial consultants visit with company officials, and in many cases actually visit the out-of-state plants to observe operations.
- **Planning**—A complete plan for recruiting, selecting, and training the necessary workers is proposed.
- **Schedule**—A lead-time schedule is developed that pin-points all recruiting, testing, selecting, and training activities. Training time frame is finalized for each job description.
- **Preparation of training manual**—Manuals are designed at no expense to the company, and are printed at the TEC support center in Columbia.
- **Recruitment of quality instructors**—Qualified instructors are hired by the State from local industry, technical colleges, or from the company.
- **Recruitment of trainees**—Trainees are recruited through the job service agency. Potential trainees are tested, and about 1 trainee is selected for every 10 that apply.
- **Preparation of training site**—The site is usually at the college, and often requires new arrangements of machinery, electrical hookups, ducts, and compressed air.
- **Project management**—Continued monitoring of the program by the industrial consultant ensures that a quality trainee is turned out ready to work.

When a trainee who successfully completes the program goes to work for the company, the system has provided a trained employee at no expense to the company. This permits the company to make a profit on day one of production, without a loss of time, energy, and expense.

Mt. Hood Community College, Gresham, Oregon

Mt. Hood Community College (MHCC) is located at the eastern periphery of the Portland metropolitan area and encompasses 1 million people. Of Oregon's 13 community colleges, 3 are located in the Portland area. MHCC is the third largest community college in the State, offering 4,000 class sections to over 20,000 students.

Approach

Community colleges interested in becoming involved or increasing their involvement in economic development might do well to look at MHCC's well thought-out, logical approach as a model. The process began by changing the college's internal tone and external image regarding economic development in Oregon. Other activities include attracting new business and industry to the area, while also serving existing firms. Finally, MHCC works with local communities in its district to develop individual plans for each area.

Changing the Internal Tone and External Image

To establish economic development as a primary institutional goal and objective in the college's long-range comprehensive plan, securing board commitment to support the college's role in economic development was a crucial early step. The college has taken an advocacy position for economic development with municipalities, agencies, organizations, associations, and citizen groups. In cooperation with city officials and community representatives, college staff members have traveled out of the State to work with industry leaders considering locating in Oregon. The college submits detailed, custom-tailored proposals to companies, specifying what it will do to train potential employees if they locate in Oregon, and initiates follow-up calls to be sure these companies know of the college's continued interest. A business-industry contact program is maintained that invoives directly contacting each business or industry in the district.

The college is completing a major reorganization to redirect current physical, financial, and personnel resources to meet existing and future needs in economic and community development more effectively. Mt. Hood Community College directs local and regional marketing efforts to all community segments, stressing that the community college is part of the solution to a healthy economy. MHCC provides a representative to the East Multnomah County Economic Development Council.

Attracting New Business and Industry

To provide background information for economic development efforts, MHCC has conducted research for the community to develop data related to available personnel, power, and other pertinent geographical, social, educational, and labor pool statistics. In addition, the college has continually responded to changing and emerging vocational and technical education training needs by developing new instructional programs to serve existing and new business and industry. Recently developed programs include word processing technology, computer specialist technology, computer-assisted design, computer-assisted manufacturing, robotic technology, and international business and marketing. In fact, Mt. Hood Community College has been a National leader among community colleges in the establishment of international programs, and currently enjoys a Title VI grant to develop its Business and International Education Program further.

As specific examples of these efforts, the college provided campus-based and industry-based training to new and existing employees when Boeing of Seattle opened its Portland plant in its district. MHCC also met with representatives of several microelectronic industries interested in locating in its district because of the availability of a trained labor pool, educational and college access, health care facilities, and a positive industry outlook.

The college is also currently investigating zone changes to existing college property to permit the development of a cooperative business, industry, and educational center for production, education, and research. The college's administrative resources will be redirected to provide extended efforts to work with community, city, and State agencies in attracting new business and industry, particularly through specialized training to new business and industry.

Serving Existing Business and Industry

Whereas attracting new business to the area is very dramatic, a comprehensive economic development program also includes continued service to existing businesses. MHCC's nationally

recognized small business management program has provided specialized assistance to over 40 businesses in its district. Participant response to this program has been outstanding. For the past 3 years, the college has offered a business and industry contact program that provides a variety of direct services, including specialized and contracted employee training that may be campus based or industry based. Participants include General Telephone, American Institute of Banking, Fire District 10, Boeing, and Rago Wagner Mining Equipment.

Other related services to the community have included employment services for special populations. The college recently sponsored a free, 1-day conference to assist the unemployed that was attended by over 1,200 persons.

Developing a Community-by-Community Plan

Mt. Hood Community College serves as a catalyst for developing cooperative community-to-community relationships in areas of economic and community development. The college president's monthly newsletter to district leaders provides a vehicle for communicating with all areas within the district. The information includes topics of mutual interest and concern regarding college activities and business, industry, and community welfare.

MHCC recently invited civic leaders from 5 district communities and 8 high schools districts to discuss, plan, and share their vision of the future with noted experts. The cosponsored college and chamber of commerce international education forums bring 70 to 100 business, industry, and community leaders to the campus monthly to hear local, State, National, and international experts speak on international business, international trade, international economic outlook, and other related topics. Finally, MHCC plans to establish an office of economic development to respond to community needs of new and existing business and industry.

Hocking Technical College, Nelsonville, Ohio

Hocking Technical College is an institution of approximately 4,000 students, located in a small, Southeastern Ohio town of about the same size. Despite its somewhat isolated location, it attracts students from all 88 Ohio counties, from 20 other States, and from 20 foreign countries. In fact, Hocking Tech's programs bring approximately 100 international students onto the campus at any given time.

Hocking Technical College participates actively in a wide range of economic development efforts, many of which are similar to those described in previous case studies in this chapter. What is unique at Hocking Tech, however, are the 4 projects through which students acquire entrepreneurial skills from actually operating real businesses. Those businesses are the Hocking Valley Inn (a college-owned and college-operated motel/restaurant facility open to the public), a sawmill, a travel agency, and a corporation run by students. The student corporation is the most innovative.

Student Corporation

A student corporation, a for-profit company, has been formed by a group of students at Hocking Technical College. While the operation is barely off the ground, associates are pleased with the success of the venture thus far.

Beaver Industries has filed articles of incorporation and is officially operating as a producer of wood products for fuel. The corporation was formed not only to provide employment and experience for students but to provide a needed service in the area.

Corporate stock was sold. Since the venture related directly to the skills learned in the natural resource technology program, those students were given first chance to buy stock. Each share of preferred stock was sold for $30 and ownership of a share enables students to work and to participate in the profits of the corporation. Shares of preferred stock were limited to 16 since it was felt the smaller the group, the more profit for the students involved. As business grows additional stock will be sold.

The design of the production area is aimed at efficient operation. The corporation contracted with the timber harvesting program to supply the raw product—logs 8 feet long. The production line is geared to cut logs to specified lengths. Wood can be custom cut and logs may be left whole or they may be split. A cord of wood can be cut and split in an hour and a half. It is sold for $55.

Corporate officers and workers are all students. Two instructors serve as faculty advisors and the vice president of fiscal operations is the statutory agent. Initial steps taken by the group included determining basic needs (how much stock would be sold at what cost, how much capital investment would be required). An election of corporate officers has been conducted and supervisors have been chosen to run the operation.

Since the corporation is a for-profit company, income taxes are withheld and workmen's compensation taxes are paid. Workers receive minimum wage and are paid every 2 weeks. Students must work as scheduled or find a replacement worker for their shift. Their work is evaluated by their peers and each employee is subject to being dismissed if the work isn't up to standard.

Few colleges in the Nation can match the innovative entrepreneurial spirit displayed at Hocking Technical College through the creation of Beaver Industries. Students report that the formation of the corporation has been an excellent experience—a true case of learning by doing. Job creation is a fact at a small technical college in southeastern Ohio.

CHAPTER V

CONCLUSIONS

It is probably safe to assume that support for economic development is nearly unanimous. There are those, however, who would say that institutions of higher education, particularly community colleges, should not participate in economic development efforts. These skeptics might believe that community colleges have little or nothing to contribute, or simply that this role is not an appropriate one for such institutions.

Clearly, as has been shown in this publication, many leaders of community colleges; local, State, and Federal Government; and private business and industry feel otherwise. The results achieved are more than ample evidence that these efforts represent time and energy well spent. Economic development enhances the life of the communities where it occurs in many ways, and that is what community colleges are all about. Whether providing customized training for new or expanding industries, assisting dislocated workers through retraining programs, or teaching entrepreneurship, the institutions cited in this study have contributed to the welfare of their communities, States, and Nation by participating in economic development activities.

APPENDICES

Appendix A

Model Industrial/Commercial Retention Survey

Village of Westchester

co-sponsored by Triton College and the Illinois Department of Commerce and Community Affairs

Industrial/Commercial Retention Survey

General Business Information

Date _____

(1) Survey Area _____

Interviewers _____

_____

_____

_____

_____

(2) Company Name _____

SIC code _____

Parent Company Name _____

Contact _____ Title _____

Address _____ Phone _____

City _____ Township _____

(3) Number of years in business at this location _____

Number of years in business _____

Total number of employees, this location _____

Current employment status:
Stable ☐ Hiring ☐ Laying off ☐

Are you a branch plant? Yes ☐ No ☐

Are you the only plant of this firm? Yes ☐ No ☐

(4) Are you affiliated with:

Local Chamber of Commerce	☐
Mid-Metro Econ. Dev. Assn.	☐
Illinois State Chamber	☐
Illinois Manufacturer's Assoc.	☐
Associated Employers of Illinois	☐
Other Trade or Professional Assoc.	☐

Who? _____

Labor and Employment Information

(1) Number of employees: Union _____ Non-union _____

(2) Wages—please state average:
Skilled $_____ per hour Semi-skilled $_____ per hour Unskilled $_____ per hour
Clerical $_____ per hour

(3) Categorical makeup of work force (estimate % of each category):
Skilled _____% Semi-skilled _____% Unskilled _____% Clerical _____% Management _____%

(4) Are you able to recruit the work force necessary for successful operation at this location?

	YES	NO		YES	NO
Skilled	☐	☐	Clerical	☐	☐
Semi-skilled	☐	☐	Professional management	☐	☐
Unskilled	☐	☐			

(5) In which of the following categories do you anticipate the need to train people at your facility?
☐ Skilled ☐ Semi-skilled ☐ Unskilled ☐ Office/Clerical ☐ Management

(6) Which medium do you use as your major source of recruitment?
☐ Job services ☐ Newspaper ☐ College placement services ☐ C.E.T.A. programs
☐ Word of mouth ☐ Professional employment agencies ☐ Other _____

(7) How many employees live within (miles): ___0-5 ___5-15 ___over 15 miles

(8) What factors contribute substantially to problems in recruitment of labor?
- ☐ High gasoline prices
- ☐ Lack of public transportation
- ☐ Local training programs for needed skills unavailable
- ☐ Local area skills and labor supply shortages
- ☐ Lack of day care facilities for dependent children
- ☐ Other (please specify) _____

(9) How does your current employment level compare to that of three years ago?
☐ Much higher now ☐ Higher ☐ About the same ☐ Lower ☐ Much lower
☐ Not in operation three years ago

(10) Interviewer's comments _____

Plant and Site Information

		Very good	Good	Reasonable	Poor	Very Poor
(1)	Rate the access of this site for outbound and inbound shipments:	☐	☐	☐	☐	☐
(2)	Rate the location of this site within the community:	☐	☐	☐	☐	☐
(3)	Rate your site in terms of accessibility to business and professional services:	☐	☐	☐	☐	☐
(4)	Rate your access to an interstate highway:	☐	☐	☐	☐	☐
(5)	Rate your site in terms of proximity to customers:	☐	☐	☐	☐	☐
(6)	Rate your site in terms of proximity to suppliers:	☐	☐	☐	☐	☐
(7)	Rate your site in terms of proximity for distribution of your products:	☐	☐	☐	☐	☐
(8)	Rate your site in terms of accessibility to affordable housing and amenities:	☐	☐	☐	☐	☐

(9) Describe the adequacy of land for expansion:
☐ Substantial expansion space ☐ Some space ☐ No space ☐ No space but wish we had some

(10) Has your company been required to invest in environmental controls and equipment?
☐ Substantial investment ☐ Some investment ☐ No investment

(11) When was this plant built?
☐ 1980's ☐ 1970's ☐ 1960's ☐ 1950's ☐ 1940's ☐ 1930's ☐ 1920's
☐ prior to 1920's

(12) Has your company expanded the physical size of this plant in the last three years?
☐ Substantial physical expansion ☐ Some expansion ☐ No expansion
☐ Some reduction ☐ Substantial reduction ☐ Not in operation three years ago

(13) Has your company invested in production equipment (excluding environmental controls) in the last three years?
☐ Substantial reinvestment ☐ Some reinvestment ☐ No reinvestment
☐ Removed some equipment ☐ Removed substantial equipment ☐ Not in operation three years ago

(14) Rate the tax rates applicable to your site: ☐ Too high ☐ High ☐ Reasonable ☐ Low

(15) Other plant or site factors you think are important: _____

(16) Interviewer's comments: _____

Markets and Materials Information

(1) What is the extent of your market:
☐ Local Only ☐ 50-mile radius ☐ Regional (greater midwest) ☐ National ☐ International

(2) What is the primary mode of raw material transport?
☐ Rail ☐ Truck ☐ Air

(3) Do you have direct rail access?
☐ Yes ☐ No

(4) What is your primary mode of shipping for finished goods?
☐ Rail ☐ Truck ☐ Air

(5) Do you operate your own truck distribution system?
☐ Yes ☐ No

(6) Rate the highway system in the vicinity of your location:
☐ Very good ☐ Good ☐ Average ☐ Poor ☐ Very poor

(7) What materials (new or finished), components or major supplies that you now purchase from more distant sources would you prefer to have manufactured, produced or processed locally or in this area?

ITEM	PRESENT SOURCE	FREQUENCY

(8) Interviewer's comments: _____

Local Community Services Information

(1) Please rate the following services in two ways: quality of service and costs.

	Source	SERVICE Good	Ade-quate	Poor	Do not have	COST High	Fair	Low
Municipal Services								
(a) water	_____	☐	☐	☐	☐	☐	☐	☐
(b) sewer	_____	☐	☐	☐	☐	☐	☐	☐
(c) roads	_____	☐	☐	☐	☐	☐	☐	☐
(d) fire protection	_____	☐	☐	☐	☐	☐	☐	☐
(e) police protection	_____	☐	☐	☐	☐	☐	☐	☐
(f) waste disposal	_____	☐	☐	☐	☐	☐	☐	☐
(g) hazardous waste disposal	_____	☐	☐	☐	☐	☐	☐	☐
Utilities								
(h) electric	_____	☐	☐	☐	☐	☐	☐	☐
(i) natural gas	_____	☐	☐	☐	☐	☐	☐	☐
(j) telephone	_____	☐	☐	☐	☐	☐	☐	☐
Transportation Services								
(k) railroad	_____	☐	☐	☐	☐	☐	☐	☐
(l) truck	_____	☐	☐	☐	☐	☐	☐	☐
(m) public transportation	_____	☐	☐	☐	☐	☐	☐	☐
(n) traffic control	_____	☐	☐	☐	☐	☐	☐	☐
(o) air transportation	_____	☐	☐	☐	☐	☐	☐	☐

(2) Additionally, please rate the following municipal services as to quality:

	Good	Adequate	Poor
(a) Access to elected municipal officials	☐	☐	☐
(b) Access to appointed municipal officials	☐	☐	☐
(c) Access to municipal service departments	☐	☐	☐
(d) Access to zoning or planning agencies	☐	☐	☐

(3) Interviewer's comments: _____

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(3)

Educational Services

(1) Do you train your employees in house?
[ ] Yes [ ] No

(2) Within the past three years, have you brought in outside training consultants to train your employees?
[ ] Yes [ ] No

If yes, have you used training personnel provided by Triton College?
[ ] Yes [ ] No

If yes, were you generally
[ ] Satisfied [ ] Dissatisfied
Comments: _____

_____

(3) In which of the following subject areas do you anticipate a need to train your employees in the next two to five years:

	Number of employees likely to need this training	
Computer assisted design	[ ] 1-9	[ ] 10 or more
Electronics	[ ] 1-9	[ ] 10 or more
Microcomputer/Computer literacy	[ ] 1-20	[ ] 21 or more
Quality or numercial control	[ ] 1-20	[ ] 21 or more
Robotics	[ ] 1-20	[ ] 21 or more
Supervisory/Management development	[ ] 1-20	[ ] 21 or more
Personnel (e.g., hiring and firing)	[ ] 1-20	[ ] 21 or more
Fitness and Wellness	[ ] 1-20	[ ] 21 or more
Security	[ ] 1-20	[ ] 21 or more
Business communications skills	[ ] 1-20	[ ] 21 or more
Telemarketing	[ ] 1-20	[ ] 21 or more
Secretarial/Clerical training	[ ] 1-20	[ ] 21 or more
Office automation	[ ] 1-20	[ ] 21 or more
English as second language	[ ] 1-20	[ ] 21 or more
G.E.D. (H.S. Equivalency)	[ ] 1-20	[ ] 21 or more
Other (Specify)		

_____

_____

(4) If you need training programs, whether for one individual or for a whole department, Triton College can tailor an in-plant training program to suit your needs and company schedule. Would you like a Triton training representative to call on you?
[ ] Yes [ ] No
If yes, who should be contacted? _____

(5) Interviewer's comments: _____

_____

_____

_____

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Government Information, State and Local

(1) In your opinion, what is local government's *current* attitude toward your company's operation?
☐ Very positive ☐ Positive ☐ Indifferent ☐ Negative ☐ Very negative

(2) Would you like a local government leader to call you to discuss any problems you currently may face at this facility?
☐ Yes ☐ No

If yes, please explain. _____

_____

_____

(3) In your opinion, what is the *current* attitude of state agencies toward business in general?
☐ Very positive ☐ Positive ☐ Indifferent ☐ Negative ☐ Very negative

(4) In your opinion, what is the *current* attitude of the state's administration toward business in general?
☐ Very positive ☐ Positive ☐ Indifferent ☐ Negative ☐ Very negative

(5) In your opinion, what is the *current* attitude of state legislature towards business in general?
☐ Very positive ☐ Positive ☐ Indifferent ☐ Negative ☐ Very negative.

(6) In your opinion, how has the legislative attitude towards business in general *changed* during the last three years?
☐ Much more positive now ☐ More positive now ☐ About the same
☐ More negative now ☐ Very negative now

(7) Please rank the major business issues you feel need to be resolved in Illinois (from #1 representing the most important to #8 as least important)?

☐ Highways	☐ Business Regulation
☐ Environmental Restrictions	☐ Workers Compensation
☐ Unemployment Tax	☐ Mass Transportation
☐ General Taxation of Business	☐ Health and Safety Regulations
☐ Job Training Programs	☐ Other_____

(8) Interviewer's comments: _____

_____

_____

_____

_____

_____

Future Plans

(1) What is your understanding of your company's plans to expand in the next three years?
☐ Decided to expand ☐ Thinking about expanding ☐ Not thought about expansion
☐ Thinking about not expanding ☐ Decided against expansion

(2) What is your understanding of your company's plans to invest money in production equipment (not required environmental controls) in the next three years?
☐ Decided to reinvest ☐ Considering reinvestment ☐ Have not thought about reinvestment
☐ Considering not reinvesting ☐ Decided against reinvestment

(3) Please indicate whether you anticipate any of the following problems during the next three years in relation to your Cook County site.

(a) Changes in land use around your facility:	☐ Yes	☐ No
(b) City building code or zoning regulations:	☐ Yes	☐ No
(c) Inability to purchase adjacent site for expansion:	☐ Yes	☐ No
(d) Energy availability:	☐ Yes	☐ No
(e) Regulatory agency encroachment:	☐ Yes	☐ No
(f) If an increase is anticipated, are the land and facilities here sufficient for your expansion:	☐ Yes	☐ No

(4) Has your company established (or made plans to establish) new or expanded operations away from this location?
☐ Yes ☐ No
(a) Why? _____
(b) When? _____
(c) Where? _____

(5) Are there any plans to reduce or phase out this plant? ☐ Yes ☐ No

(6) If a decrease is anticipated, could you explain some of your reasons? _____
_____
_____
_____
_____

(7) Have you been contacted by other states? ☐ Yes ☐ No
Which? _____
Inducements offered: _____
_____

(8) Export assistance:
(a) Does your company export your products to foreign countries? ☐ Yes ☐ No
(b) Would you like to receive export assistance from the Illinois Division of International Business?
☐ Yes ☐ No

(9) Is your company interested in Industrial Revenue Bond financing? ☐ Yes ☐ No

(10) Interviewer's comments: _____
_____
_____
_____

Recommendations

The primary purpose of this questionnaire is to develop specific recommendations to improve business opportunities in suburban Cook County and the State of Illinois.

(1) What are the major drawbacks of maintaining your business in suburban Cook County?

(2) What would you consider to be suburban Cook County's assets for business?

(3) Do you have specific suggestions for ways to improve suburban Cook County's business environment?

(4) What are the major drawbacks of maintaining your business in Illinois?

(5) What would you consider to be Illinois' assets for industry?

(6) Do you have any comments or specific suggestions for ways to improve the Illinois or suburban Cook County's business environment?

(7) Finally, would you like to receive additional information about business assistance, incentives or services related to:

- ☐ Government and state procurement policies
- ☐ State employee training programs
- ☐ Financing assistance
- ☐ Tax investment credit legislation
- ☐ Real estate tax abatement legislation
- ☐ Export assistance

  Utility rates and/or service information: ☐ Water ☐ Sewer ☐ Electric ☐ Gas ☐ Telephone

  Transportation rates/services: ☐ Truck ☐ Rail ☐ Air

  State Departments or Agencies: ☐ DCCA ☐ IDOT ☐ EPA ☐ Dept. of Revenue ☐ Secretary of State ☐ State Board of Education ☐ Jobs Service ☐ Private Industry Council
- ☐ Participation in the local industrial-economic development effort

Appendix B

Professional and Trade Associations

Professional and trade associations usually offer a variety of services to members and others in their specific areas of interest. They publish a wealth of information on sales, operating expenses, profits, and financial performance by geographical area. Data in summary form are often available for a 5-year period or longer. The list of associations given here is not all-inclusive, but provides the names of groups that might be helpful to those interested in economic development.

ACME, Inc., The Association of Management Consulting Firms, 230 Park Avenue, New York, NY 10169

Academy of International Business, World Trade Education Center, Cleveland State University, Cleveland, OH 44115

American Association of Minority Enterprise Small Business Investment Companies, 7th Floor, 915 15th St., NW, Washington, DC 20005

American Business Conference, Suite 209, 1025 Connecticut Avenue NW, Washington, DC 20036

American Economic Association, 1313 21st Avenue South, Nashville, TN 37212

American Economic Development Council, 1207 Grand Avenue, Suite 845, Kansas City, MO 64108

American Federation of Small Business, 407 South Dearborn St., Chicago, IL 60605

American Finance Association, Graduate School of Business Administration, 100 Trinity Place, New York, NY 10006

American Marketing Association, Suite 200, 250 South Wacker Dr., Chicago, IL 60606

American Supply Association, 221 N. LaSalle St., Chicago, IL 60601

Association for Corporate Growth, 5940 W. Touhy Avenue, Suite 300, Chicago, IL 60648

Association of Management Consultants, 500 North Michigan Avenue, Suite 1400, Chicago, IL 60611

BCA—Credit Information, 370 Lexington Avenue, Suite 177, New York, NY 10017

Business Roundtable, 200 Park Avenue, New York, NY 10166

Business/Professional Advertising Association, 205 East 42nd Street, New York, NY 10017

Center for Private Enterprise and Entrepreneurship, Baylor University, Waco, TX 76703

Chamber of Commerce of the United States of America, 1615 H Street, NW, Washington, DC 20062

Conference of American Small Business Organizations, 407 South Dearborn St., Chicago, IL 60605

Council of Better Business Bureaus, 1515 Wilson Blvd., Arlington, VA 22209

Data Processing Management Association, 505 Busse Highway, Park Ridge, IL 60068

Dun and Bradstreet, 99 Church Street, New York, NY 10007

Distributive Education Clubs of America, Inc., 1908 Association Drive, Reston, VA 22091

Federal Trade Commission, Washington, DC 20580

Financial Management Association, College of Business Administration, University of South Florida, Tampa, FL 33620

Future Business Leaders of America, Phi Beta Lambda, Inc., P. O. Box 17417-Dulles, Washington, DC 20041

Institute of Certified Professional Business Consultants, 221 North LaSalle Street, Chicago, IL 60601

Institute of Risk Management Consultants, 703 Thunderbird Avenue, Sun City Center, FL 33570

International Council for Small Business, 929 North Sixth Street, Milwaukee, WI 53203

International Franchise Association, Suite 1005, 1025 Connecticut Avenue NW, Washington, DC 20036

Junior Achievement, Inc., 550 Summer Street, Stamford, CT 06901

Marketing and Distributive Education Association, 1908 Association Drive, Reston, VA 22091

National Association of American Business Clubs (Nat'l Ambucs), Box 5127, High Point, NC 27262

National Association of Business Economists, 28349 Chagrin Blvd., Cleveland, OH 44122

National Association of Credit Management, 475 Park Avenue South, New York, NY 10016

National Association of Financial Consultants, Suite 302, 2950 South Jamaica Ct., Aurora, CO 80014

National Association of Franchise Companies, Box 610097, North Miami, FL 33161

National Association of Manufacturers, 1776 F Street NW, Washington, DC 20006

National Association of Small Business Investment Companies, 618 Washington Bldg. NW, Washington, DC 20005

National Association of State Development Agencies, Hall of States, Suite 116, 444 North Capitol Street NW, Washington, DC 20001

National Association of Wholesaler-Distributors, 1725 K St., NW, Washington, DC 20006

National Business Educators Association, 1914 Association Drive, Reston, VA 22091

National Business League, 4324 Georgia Avenue NW, Washington, DC 20011

National Federation of Independent Business, 150 West 20th Avenue, San Mateo, CA 94403

National Franchise Association Coalition, Box 366, East Grand Avenue, Fox Lake, IL 60020

National Retail Merchants' Association, 100 West 31st St., New York, NY 10001

National Small Business Association, 1604 K St. NW, Washington DC 20006 (Publishes Voice of Small Business)

North American Society for Corporate Planning, 1406 Third National Building, Dayton, OH 45402

Office of Public Affairs, Minority Business Development Agency, Department of Commerce, Washington, DC 20230

Promotion Marketing Association of America, 420 Lexington Avenue, Suite 2031, New York, NY 10017

Sales and Marketing Executives, International, 380 Lexington Avenue, New York, NY 10168

Society of Professional Management Consultants, 16 West 56th Street, New York, NY 10019

United States Jaycees, Box 7, Tulsa, OK 74121

Appendix C

National Postsecondary Alliance
Membership List for 1983-84

1. University of Alaska, Division of Community Colleges, Anchorage, Alaska
2. Anchorage Community College, Anchorage, Alaska
3. Bergen Community College, Paramus, New Jersey
4. Bessemer State Technical College, Bessemer, Alabama
5. Boise State University, School of Vocational-Technical Education, Boise, Idaho
6. Brevard Community College, Cocoa, Florida
7. Caldwell Community College and Technical Institute, Hudson, North Carolina
8. Central Arizona College, Coolidge, Arizona
9. Champlain College, Burlington, Vermont
10. City Colleges of Chicago, Chicago, Illinois
11. Cuyahoga Community College District, Cleveland, Ohio
12. Dallas County Community College District, Dallas, Texas
13. Durham Technical Institute, Durham, North Carolina
14. Eastern Iowa Community College District, Davenport, Iowa
15. Guilford Technical Community College, Jamestown, North Carolina
16. Hocking Technical College, Nelsonville, Ohio
17. Jefferson Technical College, Steubenville, Ohio
18. Lakeland Community College, Mentor, Ohio
19. Lewis-Clark State College, Lewiston, Idaho
20. Maricopa Technical Community College, Phoenix, Arizona

21. Mercer County Community College, Trenton, New Jersey
22. Mississippi Gulf Coast Junior College, Perkinston, Mississippi
23. Mt. Hood Community College District, Gresham, Oregon
24. Olympia Technical Community College, Olympia, Washington
25. Orangeburg-Calhoun Technical College, Orangeburg, South Carolina
26. Owens Technical College, Toledo, Ohio
27. Patrick Henry Community College, Martinsville, Virginia
28. Peralta Community College District, Oakland, California
29. Community College of Rhode Island, Warwick, Rhode Island
30. St. Louis Community College, St. Louis, Missouri
31. Tarrant County Junior College, Fort Worth, Texas
32. Texas State Technical Institute-Sweetwater, Sweetwater, Texas
33. Triton College, River Grove, Illinois
34. Walla Walla Community College, Walla Walla, Washington
35. Washington State Community College District 17, Spokane, Washington
36. Westark Community College, Fort Smith, Arkansas

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